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ABSTRACT

The Sixth Annual Evaluation Report has been developed by the Florida State Advisory Council on Vocational and Technical Education through its evaluation committee. The recommendations reflect the Council's thinking as related to specific components of the Florida program of vocational and technical education. An introductory section contains a broad review of accomplishments during fiscal year 1975, a summary of council findings of unmet needs, a list of 15 recommendations, and an identification of areas of concern. The detailed content of the comprehensive report is structured around three evaluation goals for which specific items of inquiry, discussion, and recommendations are presented. The goals involve evaluation of (1) State goals and priorities as set forth in the State Plan, (2) effectiveness with which people and their needs are served, and (3) the extent to which Council recommendations have received due consideration from the State Board for Vocational Education. Appended are: selected statistical tables, abstracts of studies funded by the Council (1974-5), summary of concerns expressed at public meetings and a position statement on vocational student organizations. Names of the Council members are also included. (Author/MS)

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ED120503

ANNUAL EVALUATION REPORT

Fiscal Year 1975

FLORIDA STATE ADVISORY COUNCIL

On

VOCATIONAL AND TECHNICAL EDUCATION

CE 006 809

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FLORIDA STATE ADVISORY COUNCIL

on

VOCATIONAL AND TECHNICAL EDUCATION

W. V. KNOTT BUILDING
TALLAHASSEE 32304

BRUCE HOWELL
EXECUTIVE DIRECTOR

December 1975

The Honorable Reubin O'D. Askew
Governor of Florida and
Members of the State Board for
Vocational Education
The Capitol
Tallahassee, Florida 32304

Gentlemen:

The Florida State Advisory Council on Vocational and Technical Education submits to you its Sixth Annual Evaluation Report for your consideration and transmittal to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education.

Public Law 90-576, also known as the Vocational Education Amendments of 1968, requires that councils "prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, ..."

The Council believes the recommendations in this report are sound and hopes they will be given serious consideration by you in planning and making quality vocational and technical education available to all Floridians. The Council would appreciate receiving from appropriate State Board staff a response to this report which indicates any action taken on the recommendations. We would also welcome suggestions for increasing the effectiveness of Council activities and reports.

Sincerely yours,

Margaret B. Senne

Mrs. Margaret B. Senne
Chairman

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PREFACE

This Sixth Annual Evaluation Report of the Florida State Advisory Council on Vocational and Technical Education is based upon evaluation activities of the Council during fiscal year 1975. The report has been developed by the Council through its evaluation committee, and the recommendations reflect the Council's thinking as related to specific components of the Florida program of vocational and technical education.

The Florida Council was established by the State Board for Vocational Education for purposes of Section 104(b) of the Vocational Act of 1963, as amended by the Vocational Education Amendments of 1968 (Public Law 90-576).

The Advisory Council, which represents a wide cross section of the lay public, reflects a diversity of viewpoints. Included among its membership are representatives of business, labor, minority groups, education and the general public. The Council represents the clients of the vocational education system. Its primary concern is that vocational programs, services and activities in Florida function effectively and are available to all persons who need and can benefit from them.

The major responsibilities of the Council are:

1. To advise the State Board on the development of the *Florida State Plan for the Administration of Vocational Education* and on policy matters relating to State Plan administration;

2. To evaluate vocational education programs, services, and activities, and publish and distribute the results thereof;

3. To prepare and submit an annual evaluation report to the State Board, the U. S. Commissioner of Education, and the National Advisory Council on Vocational Education; and

4. To conduct at least one meeting each year to give the public an opportunity to express views and concerns about vocational education.

The Council acknowledges and appreciates the assistance that many persons have given the Council in carrying out its assigned responsibilities. Especially appreciated are the advice and assistance provided by those staff persons in the Vocational and Community Colleges Divisions who have participated in and assisted with Council meetings and who have been consultants to Council committees and staff.

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INTRODUCTION

"The State Advisory Council shall--

Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate which (1) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan required by paragraphs 102.33 and 102.34, and (2) recommends such changes as may be warranted by the evaluations."[1]

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[1] Department of Health, Education, and Welfare, *Federal Register, State Vocational Education Programs.* Volume 40, Number 38, February, 1975, Washington, D. C.

INTRODUCTION

This Annual Report of evaluation of the Florida State Advisory Council on Vocational and Technical Education is directed to the Florida State Board for Vocational Education, The Florida Department of Education and its respective Divisions, the United States Commissioner of Education and the National Advisory Council on Vocational Education. Although some of the recommendations concern programs conducted by the State's education institutions, the Council assumes that leadership will be provided by the State Board staff to coordinate and implement the recommendations deemed to be appropriate and timely by the Board.

The Council will begin this year's report with a broad review of some of the accomplishments of vocational and technical education in Florida during FY 75. Other sections of this introduction will briefly summarize the Council findings, recommendations, and areas of concern. It is the hope of the Council that this report will be of immediate practical value to those in Florida who are endeavoring to bring effective and efficient education to the citizens of this State.

Accomplishments

There are many examples that could be used of efforts at the local level which have had commendable results. The commercial vehicle driving course at Starke is just one example of a vocational offering which is highly effective in terms of job placement rates for students. This same program also shows some of the benefits to be reaped by vocational and technical education when a close working relationship is established with business and industry; the trucking industry donated to the school much of the original equipment used in this course. A close liaison has been maintained between the school and the trucking industry, and this has helped the school keep up with employer needs.

Another instance of effective liaison between vocational and technical education and the business community is found in Orange County where employers such as Disney World work together with vocational and technical personnel to train workers needed by new and expanding industries.

Orange County also offers an example of how occupational programs at the community college level are responding to changing employment needs. Valencia Community College in Orlando is now offering a two-year paralegal program leading to an associate degree. The program prepares students for employment in a law office assisting the lawyer to render legal services to clients. The need for such a program as this was revealed in a 1974 survey of 750 Orange County area attorneys. Through the survey, the college identified 14 volunteers to serve as an advisory committee for the Lawyer's Assistant Program.

As pointed out in one of the items of inquiry contained in this report, vocational and technical education is reaching an increasing number of students with special needs, such as those served through the Department of Offender Rehabilitation. This is just one example of the

close cooperation displayed between the Division of Vocational Education and other governmental agencies. Another example would be the development of the Occupational Information Delivery System (OIDS), which was discussed by the Council in last year's annual report.

Thus, it can be seen that at both the state and local levels in Florida there have been many laudable accomplishments in vocational and technical education.

Council Findings of Unmet Needs

Listed below are some of the major unmet needs of vocational and technical education as found by the Council in the process of assessing vocational and technical education programs, services, and activities for FY 75.

+ Valid data is often not available for planning purposes.

+ A large number of completers of vocational and technical education programs are not finding employment in areas for which they have been trained.

+ Vocational and technical education in Florida is becoming increasingly involved in manpower programs through the Comprehensive Employment and Training Act (CETA); there has, however, been no systematic attempt made to assess the impact of CETA funding on vocational and technical education in Florida.

+ Enrollment in vocational and technical education programs in many Florida counties is not keeping pace with the population growth.

+ The *Master Plan for Vocational Teacher Education* in Florida is out of date and may not accurately reflect present needs.

+ Persons who could profit most from vocational and technical education programs often know very little about the availability of such programs.

+ District coordinating councils, general advisory committees, and specialized advisory committees for vocational and technical education in Florida are much more ineffective than had been assumed.

+ Only about one-third of all vocational students at the high school level are members of vocational student organizatons.

Council Recommendations

The recommendations listed below are made by the Council after a review of selective aspects of the vocational and technical education effort made in Florida during FY 1975. Discussions relevant to each of the recommendations are included in the body of this report; the page numbers at the end of each recommendation denote where the applicable discussion may be found.

Goal III (page 43) of this report summarizes the responses given to the recommendations made by the Council in its 1974 annual report.

(1) A greater effort should be made to insure that the expressed needs of vocational and technical education students are considered in the preparation of the *Florida State Plan for the Administration of Vocational Education* (hereafter referred to as the *State Plan*). (page 11)

(2) The procedures used to project labor market data in the *State Plan* should be evaluated in order that their accuracy might be verified. (page 12)

(3) The Vocational Division should conduct an evaluation of the effectiveness of the Individualized Manpower Training System. (page 13)

(4) Valid data should be developed by the Vocational Division and the Division of Community Colleges as to the percent of handicapped vocational and technical students who are finding employment in areas for which they have been trained. (page 13)

(5) Greater efforts should be made to insure that reliable information concerning manpower outputs through private schools, Comprehensive Employment and Training Act, and industry training programs is available for use in developing the *State Plan*. (page 14)

(6) A thorough review should be made of all procedures used to gather and analyze data contained in the *State Plan*. This review should serve to improve the reliability and validity of the *State Plan* as a planning document for vocational and technical education. (page 16)

(7) School districts and community colleges should perform the following: (page 22)

   (A) Maintain constant liaison with employers in the business and industry community, and city, county, state, and federal agencies in order to identify job opportunities and descriptions.

   (B) Gather and analyze data from the sources mentioned above, for the purpose of developing appropriate curriculum.

(8) Cooperative efforts should be maintained by the Vocational Division and the Department of Offender Rehabilitation to provide inservice training for vocational personnel working with correctional institution inmates. Staff development plans for these personnel should be included in the *Master Plan for Teacher Education.* (page 25)

(9) The Department of Education should determine the extent to which District Coordinating Councils for Vocational and Technical Education are fulfilling the requirements of State Board of Education regulations. Technical assistance should then be provided by the Department to those councils which have not fulfilled their requirements. A review should be made of all laws relating to District Coordinating Councils, and recommendations for change should be made as needed. (page 27)

(10) A concerted effort should be made by the Divisions of Community Colleges and Vocational Education to determine the reasons vocational and technical education students are often not employed in jobs related to the field for which they have been trained. This data should then be used to restructure and update vocational and technical education offerings to make them more relevant in terms of the needs and interests of business and industry as well as the students themselves. (page 30)

(11) Cost analyses should be conducted on vocational and technical education programs using as one measure of effectiveness the cost of placing students in jobs relating to training received. These analyses should be made among the three following delivery systems: public school districts, community colleges, and private institutions. (page 33)

(12) The Department of Education should increase its efforts to obtain feedback about program adequacy from vocational and technical education students, and utilize this information in the preparation of the *State Plan.* (page 36)

(13) Systematic procedures, utilizing updated data on teacher demand and supply relevant to all areas of the state, should be developed and used to revise the *State Master Plan for Vocational Teacher Education.* (page 37)

(I4) Competency-based teacher education (CBTE) programs for vocational teachers should not be expanded to all teacher education programs until cost-effectiveness analyses have been conducted on those programs already in operation. (page 37)

(15) School districts and community colleges should make a greater effort among lower income and minority group citizens to raise the levels of information concerning the availability of vocational and technical education programs. (page 39)

Other Areas of Concern

Although not fully dealt with in this report, there are several areas of concern in vocational and technical education which the Council will explore more fully in the coming year. Among these concerns of the Council are the following:

+ What barriers exist in Florida to prevent the full participation in vocational and technical education by all interested citizens? Specifically, what barriers exist relevant to

  (A) Sex stereotyping of vocational and technical students,

  (B) Access by handicapped students to all facilities, and

  (C) Bilingual instruction needs of students?

+ What have been the actual benefits accruing to students as a result of the continued funding of the Vocational-Technical Education Consortium of States?

+ What effect has vocational and technical education at the post-secondary level in Florida had in assisting students to overcome class and income inequality?

+ What has been the effect in terms of resource allocation priorities of having forty-five percent of all school district vocational enrollments in grades 7 to 9?

EVALUATION GOALS

GOAL I: "EVALUATION SHOULD FOCUS ON THE STATE'S GOALS AND PRIORITIES AS SET FORTH IN THE FY 1975 STATE PLAN"

"The State Advisory Council shall--

Advise the State board on the development of the State plan, including the preparation of long-range and annual program plans pursuant to paragraphs 102.33 and 102.34, and prepare and submit pursuant to paragraph 102.31(e)(2) a statement describing its consultation with the State board on its State plan;

Advise the State board on policy matters arising in the administration of the State plan submitted pursuant to the Act and the regulations in this part."[2]

---

[2] *Ibid.*, page 1.

GOAL I

ITEM OF INQUIRY

1. How valid and appropriate were the State's goals and priorities in terms of student needs and employment opportunities?

Discussion

There is some question as to the validity of the goals and priorities set forth in the *State Plan* as they relate to employment opportunities. Much of the problem lies in the procedure used to project labor force unemployment rates for FY 1975 and beyond. According to Table 2, pages 33-34 of the 1975 *State Plan*, total unemployment was forecast for 1975 at 87,253. This figure was arrived at by using a 2.8% unemployment rate estimation, which was the unemployment rate for March of 1973. It is difficult to understand why this figure was used to make the forecasts. The unemployment rate for 1973 was over four percent and for 1975 it was over six percent (Tables 5-6, pages 57-58). Although at first glance it may seem a minor matter, this error in forecasting led to underestimating the total unemployment in 1975 by over 200,000 persons. This, of course, has significant impact on the goals and priorities of the *State Plan* which relate to student needs and employment opportunities. One of the stated goals of the 1975 *State Plan* was to "provide educational programs compatible with the needs of the labor market." Unemployment projections used in the *State Plan* are so unrealistic as to bring into question the degree to which educational programs are indeed compatible with labor market needs.

It should be noted, when speaking of student needs, that very few of the activities specified in the *State Plan* are actually directed toward finding out what the students themselves see as their greatest needs. Particular attention should be paid to ascertaining whether or not student needs are adequately considered in the distribution of any information relating to the labor market. Students, in short, have a need and a right to be supplied with the most accurate information available when it comes to planning for entry into any occupational field.

Recommendations:

- *A greater effort should be made to insure that the expressed needs of vocational and technical education students are considered in the preparation of the Florida State Plan for the Administration of Vocational Education.*

- *The procedures used to project labor market data in the State Plan should be evaluated in order that their accuracy might be verified.*

ITEM OF INQUIRY

2. Were the state's goals and priorities sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, veterans, adults, postsecondary, etc.?

Discussion

The *State Plan* priorities in FY 75 were stated in rather general terms, and it is only in an implicit sense that target groups are included in the priorities. Instead of dealing in generalities under this item of inquiry, two separate discussions of areas directly related to target groups are discussed below. First, an overall review is given of the Individualized Manpower Training Systems (IMTS); second, data relative to disadvantaged and handicapped enrollments and expenditures is discussed (Table 26, page 85).

Individualized Manpower Training Systems (IMTS)

The Florida State Advisory Council on Vocational and Technical Education made the following recommendation in its 1973 annual report:

> That the development of work evaluation centers and individualized instruction programs, and the training of specialized vocational education personnel for teaching the disadvantaged and handicapped be continued.

The Vocational Division responded to the above recommendation by giving a narrative of their activities that achieved the above recommendation. The activities they cited included expansion of the Individualized Manpower Training Systems (IMTS). Three pilot IMTS programs were started in FY 73, seven programs were added in FY 74, fourteen were added in FY 75, and approximately thirteen additional programs are scheduled for FY 76. Funding sources for establishing and operating the programs stem from the Florida Education Finance Program (FEFP), the Comprehensive Employment Training Act (CETA), Adult Basic Education, and other federal funds from such sources as Part A, 102B, of the Vocational Education Amendments of 1968 (P.L. 90-576). The individualized instructional programs and work evaluation centers are being provided through the Learning Resource Centers (LRC), which are laboratories equipped with audio-visuals, programmed instruction, and other aids for use at the secondary, post-secondary, and adult levels. Training programs to prepare staff for work evaluation and management of an IMT System are being provided by the University of West Florida and the University of South Florida.

To date, an evaluation of the effectiveness of the Individualized Manpower Training System has not been conducted by the Vocational Division. Enrollment figures have not been collected in usable form, nor have follow-up studies of students who have left the programs been made. Informal feedbacks, from local school administration, personnel from the Learning Resource Centers, vocational teachers, and other staff members, seem to indicate that the IMT System is one of the better programs available to help the disadvantaged student. In essence, measurements as to the effectiveness of the IMT System have thus far been limited to subjective observations.

Disadvantaged and Handicapped Enrollments and Expenditures

As mentioned above, Table 26, which is included in the appendix of this report, shows the enrollments and expenditures relating to handicapped and disadvantaged students in vocational and technical education in Florida for a four-year period. During this four-year period the State of Florida spent a higher percent of its total expenditures for handicapped and disadvantaged students than the nation as a whole. While Florida is to be commended for the fiscal attention it has given to these two groups, it would perhaps be wise at this point to assess the effectiveness of the money that has been spent on vocational training for disadvantaged and handicapped students. There is, for example, insufficient information available as to the percent of handicapped students actually being placed in jobs for which they have been trained.

Recommendations:

- *The Vocational Division should conduct an evaluation of the effectiveness of the Individualized Manpower Training System.*
- *Valid data should be developed by the Vocational Division and the Division of Community Colleges as to the percent of handicapped vocational and technical students who are finding employment in areas for which they have been trained.*

ITEM OF INQUIRY

3. Were the state's goals and priorities related appropriately to other manpower developments in the state (e.g., private schools, industry, CETA, etc.)?

Discussion

The only goal in the FY 75 *State Plan* explicitly concerned with manpower developments stated that the Vocational Division would "provide educational programs compatible with the needs of the labor market."

There is no apparent attempt made anywhere in the *State Plan* to coordinate public vocational and technical education manpower output with that provided by the "other sectors output." Although efforts are being made by the Vocational Division to acquaint itself with more accurate data on manpower output provided by private vocational schools, there is little indication in the *State Plan* that this information is being put to effective use.

One of the most surprising omissions in the *State Plan* is the lack of emphasis given to manpower training being provided through the Comprehensive Employment and Training Act (CETA). It is difficult to understand how total manpower development in Florida can adequately be covered in the *State Plan* when the impact of CETA programs is given inadequate consideration.

Recommendation:

- *Greater efforts should be made to insure that reliable information concerning manpower outputs through private schools, Comprehensive Employment and Training Act, and industry training programs is available for use in developing the State Plan.*

ITEM OF INQUIRY

4. Were procedures set forth in the *State Plan* to accomplish each stated goal, priority, or objective?

Discussion

For the most part, procedures were outlined in the FY 75 *State Plan* for the accomplishment of goals and objectives; this, however, was not the case with the priorities established in Part II of the FY 75 *State Plan* (p. 39). Not only are procedures not spelled out for accomplishing the priorities, but there is also an ambiguous relationship evident between goals and priorities. For example, priority number 11* (*State Plan*, Part II, p. 39) states that the Division of Vocational Education will "assist districts, municipalities or other political subdivision to become more competitive in industrial and economic development": It is never clearly stated in the *State Plan* how this priority is to be addressed by the Vocational Division. Some of the goals in the *State Plan* are obliquely concerned with this priority (e.g., Part II, pp. 46-46A), yet even they are inadequate in terms of procedural delineation.

*Priorities established in Part II of the *State Plan* are ostensibly nominal. This only serves to confuse the issue.

ITEM OF INQUIRY

5. To what extent were the state's goals met during the year under review and to what extent and in what ways does this represent an improvement over last year?

Discussion

The Council faced two distinct problems in commenting on this item: First, for a variety of reasons, the Vocational Division could not supply the Council with much of the data needed to fully address this item; Secondly, the objectives associated with many of the goals are based on questionable estimation procedures. Each of these two problems is discussed below.

Lack of Data

In preparing its annual evaluation report, the Council seeks out the best available sources of data. The Vocational Division represents one of the major suppliers of the type of data needed, and much of the information it can supply is essential if a fair assessment of the State's efforts is to be made. It is, therefore, frustrating to the Council when each year a prolonged delay is experienced in receiving the needed data. This is not to say that the Vocational Division purposely delays supplying the data. They have, on the contrary, been most willing to assist the Council in its mission, yet they appear to be losing ground in their efforts at efficient data collection. The Council sincerely hopes that the Vocational Division will try to learn from the past and make every effort to facilitate data gathering procedures.

Questionable Estimation Procedures

It would serve no worthwhile purpose to say that a particular goal or objective in the *State Plan* was met if that goal or objective was based on erroneous information. As three cases in point, consider the following:

1. Objectives in the *State Plan* relating to the handicapped are usually based on an estimation that 9 percent of all vocational enrollments will be handicapped (e.g., *State Plan*, page 71). Table 26 (page 85 of this report) shows, however, that from 1970-1974, handicapped enrollments accounted for less than two percent of all enrollments. If there is reason to expect a 350 percent increase in handicapped enrollment as a percent of total enrollment, then clarification should be made in the *State Plan* as to how this change will be effected, and what the expected impact will be.

2. Objectives relating to the disadvantaged are also not in keeping with historical data. Here a 15.5 percent estimation figure is used, which, as in the case of the handicapped, appears to be in want of revision. Table 26, (page 85 of this report) reveals that in only one year from 1970 to 1974 did disadvantaged enrollment actually approach 15.5 percent.

3. Labor force estimation figures (p. 65, *State Plan*) are grossly miscalculated, thus any meaningful interpretation of goal success is precluded. The *State Plan* has an objective of serving an enrollment equal to eight percent of the labor force at the post-secondary level. For FY 75 the outcome was targeted at 139,019; eight percent of the labor force in June of 1975 actually came to over 270,000, which is larger than the outcome projected for 1980.

Recommendation:

- *A thorough review should be made of all procedures used to gather and analyze data contained in the Florida State Plan for the Administration of Vocational Education. This review should serve to improve the reliability and validity of the State Plan as a planning document for vocational and technical education.*

ITEM OF INQUIRY

6. To what extent is the *State Plan* consistent with the Legislative and Department of Education goals and priorities in Florida?

Discussion

The Florida Public Education Act of 1975 states that it is the intent of the Florida legislature that

> the first priority of the public schools of Florida shall be to assure all Floridians, to the extent their individual physical, mental, and emotional capacities permit, shall achieve mastery of the basic skills, including but not limited to, reading, writing, language arts, arithmetic, measurement, and problem solving. (Section 230.2311, Florida Statutes)

While it cannot be said that the goals and priorities within the *State Plan* are specifically directed toward the above legislative priority, the priorities of the *State Plan* are general enough to include basic skills mastery. The Council recognizes that vocational and technical education students need skill development in the basic areas as much as students in any area of education, and thus the Council supports this legislative priority.

One of the seven major goals of education for the State of Florida, as outlined in Phase I of the education element of the *State Comprehensive Plan* (March, 1975), is that all Floridian's shall have the opportunity to master vocational competencies necessary for entry level employment by the time they leave full-time education. This goal further states that vocational education is to be continuously reviewed to assure that Florida's needs for workers are met and that individuals can secure further training needed for career advancement. There does not appear to be any inconsistency between the *State Plan* and the above mentioned goal for vocational education.

GOAL II: "EVALUATION SHOULD FOCUS UPON THE EFFECTIVENESS WITH WHICH PEOPLE AND THEIR NEEDS ARE SERVED"

"The State Advisory Council shall--

Evaluate vocational education programs, services, and activities under the State plan, and publish and distribute the results thereof."[3]

---

[3] *Ibid.*, page 1.

GOAL II

ITEM OF INQUIRY

1. Are valid data available for planning purposes (i.e., manpower needs, job opportunities, and employer needs)?

Discussion

Valid data is often not available for planning purposes. A review of efforts undertaken throughout the state relating to vocational and technical education planning suggests that much of the data that is available regarding manpower needs, job opportunities, and employer needs is either inadequate or not utilized to the fullest extent possible. Although the development of the Occupational Information and Delivery System (OIDS) will be of some assistance in these areas, for all practical purposes the data generated by OIDS at the present time does not provide a valid base for vocational planning. Part of the problem exists in the fact that vocational programs cannot be matched to occupational titles at this stage. An attempt is being made to refine all data being supplied to OIDS, but it is difficult to specify when vocational programs at the local level will benefit appreciably from this system's usage.

Vocational planning is also impeded by an absence of valid data with regard to private vocational school output. Contact has been made with over 400 of these schools in an attempt to determine their number of graduates, but this attempt has met with only limited success, due mainly to a poor response rate from private vocational schools.

Another problem relating to vocational planning was pointed out in a recent study completed for the Council (Appendix B, page 90). This study found that less than half of the respondents from general vocational advisory committees reporting to a school district said they were performing the planning practices. Only thirty-nine percent of the specialized advisory committee respondents reporting to a school district said they were performing the planning practices. It would appear doubtful that valid data is used for planning purposes at the local level if the vocational advisory committees are only marginally involved in planning practices.

A separate evaluative study conducted during the past year for the Council revealed that labor market studies and projections were, for the most part, not being undertaken or used by district coordinating councils

for vocational education in Florida. This same study also found that in most instances district coordinating councils were not reviewing placement and follow-up data on all school and college district programs (See Appendix B, page 89, for a summary of this study).

The State Comprehensive Plan for Education at the school district and community college level recommends that public support for vocational competencies should be directed to those areas where employment vacancies are anticipated or needs for increased skills are anticipated. Each of the two studies mentioned above indicate that the type of planning information needed to gain effective public support for vocational education is often unavailable or unused.

A potential source of planning data for the Department of Education lies in the student and employer follow-up survey responses. Space was provided on both of these forms for the respondents, i.e., employers and students, to offer suggestions for improving vocational education in Florida. In the past these responses have not been analyzed by the Department of Education beyond simply counting the total number of suggestions. Once the number of suggestions was tabulated, they were sent to the applicable school districts for use at that level. It appears as if no effort was made at the state level to ascertain as to what degree the districts are actually using this information in vocational planning. It would seem that these almost 16,000 responses should be carefully reviewed to discover what students and employers have to suggest about improving vocational education in Florida, and that the Department of Education should be aware of the extent to which local districts are using the data to facilitate vocational planning.

Recommendations:

- *School districts and community colleges should perform the following:*

  (A) *Maintain constant liaison with employers in the business and industry community, and city, county, state, and federal agencies in order to identify job opportunities and descriptions.*

  (B) *Gather and analyze data from the sources mentioned above, for the purpose of developing appropriate curriculum.*

ITEM OF INQUIRY

2. To what extent is there coordination of training opportunities among agencies?

Discussion

Excellent coordination of vocational training opportunities existed between the Division of Vocational Education and various other Florida state agencies during FY 75. The coordination activities with the

Division of Youth Services and Division of Vocational Rehabilitation within the Department of Health and Rehabilitative Services, the Department of Offender Rehabilitation and the State Manpower Services Council within the Department of Community Affairs are as follows:

Division of Vocational Rehabilitation

An attempt was made to meet the vocational and rehabilitation needs of the handicapped through a cooperative arrangement established by Federal regulations between the State Division of Vocational Education and the State Division of Vocational Rehabilitation. In Florida the handicapped are identified by procedures established by the Exceptional Student Program, the Division of Vocational Rehabilitation, and legally qualified experts, such as medical doctors, psychologists, or psychiatrists. In 1969 400 handicapped persons were served in vocational programs, 13,500 in 1974 and over 20,000 in 1975.

In order to receive Federal vocational funds for the handicapped each school district and community college is required to establish a local council for the education and rehabilitation of the handicapped. This council consists of at least one representative each from vocational education, the exceptional student program, and vocational rehabilitation. During FY 75, 40 school districts and 4 community colleges received vocational funds for the purpose of implementing, improving, and expanding vocational education programs for the handicapped.

The main thrust of inservice workshops in FY 75 was to combine the expertise of representatives from vocational education, special education, and vocational rehabilitation in order that a better understanding might be obtained of the role of other disciplines and agencies having responsibility for the handicapped. Five State universities and two school districts conducted workshops for teachers, staff, supervisors, and counselors responsible for the vocational education and rehabilitation of the handicapped. Work evaluation training programs are conducted on a year-round basis at the University of South Florida. The following display shows the number of inservice activities and participants involved:

Number of workshops held:	15
Number of participants enrolled:	420
Number of the 67 school districts represented in workshops:	35
Number of participants in special sessions for the handicapped at the Annual Statewide Vocational Education Workshop in Orlando in 1975:	175

Division of Youth Services

The Division of Vocational Education and the Division of Youth Services also maintained a cooperative arrangement to provide vocational education instruction and related supportive services for the disadvantaged and handicapped.

State Manpower Services Council

The State Manpower Services Council was established in response to the federal Comprehensive Employment and Training Act of 1973 (CETA) and the Florida State Manpower Services Council Act of 1974. It acts to assist the state in planning and implementing training and employment programs for economically disadvantaged, unemployed, and underemployed persons authorized and funded under CETA. Many of these programs are funded through Section 112 of Title I of CETA, which deals with vocational education. A more detailed review of CETA vocational education activities is included under Item 5, Goal II of this report.

Department of Offender Rehabilitation

As a result of the Reorganization Act of 1975, the former Division of Corrections was transferred from the Department of Health and Rehabilitative Services and was established as the Department of Offender Rehabilitation. The Department of Offender Rehabilitation is in the process of expanding its facilities to nine new state institutions with five of these to be opened during FY 76. The total number of inmates is expected to go from 15,000 this year to 20,000 next year, an average weekly increase of 100 inmates.

The Florida Correctional Reform Act of 1974 specified that a Bureau of Education and Career Development be created. The purpose of this bureau is to coordinate and develop job training and job placement in coordination with the Parole and Probation Commission, the Division of Vocational Rehabilitation, the Division of Vocational Education, and the Florida State Employment Service of the Department of Commerce.

In FY 75 seventy-three percent of all inmates admitted to the Florida Department of Offender Rehabilitation possessed less than a high school education. The majority of these admissions were also occupationally untrained. Based upon an unweighted FTE of 3,706, the Department served 34 percent of these individuals through its education program. The number of vocational programs was increased from 48 programs in FY 74 to 93 programs in FY 75; these programs were located in vocational training centers at 12 different institutions. The total number of student-inmates enrolled in all vocational programs was 2,152 for FY 75. During the same year, vocational certificates were awarded to 1,272 inmates.

Senate Bill 215 mandated that the Department of Offender Rehabilitation expand its Manpower Development Training Program to all appropriate institutions by 1980 (See Table 4, Appendix A). Attempts have been made to procure funds for these programs through CETA grants. At present, 450 training slots are funded by Section 112, Title I of CETA.

Through the cooperative efforts of instructors and personnel of the Department of Offender Rehabilitation and the Division of Vocational Education, the vocational curriculum in Florida correctional institutions has been adjusted to include the usage of the material produced by the Vocational-Technical Education Consortium of States (22 of the 33 vocational programs are connected with the V-TECS effort). Vocational teachers from correctional institutions attended workshops sponsored by the Division of Vocational Education. The University of South Florida offers inservice training programs for these vocational teachers on a year-round basis by bringing the University of South Florida instructors to the correctional institutions.

Recommendation:

- *Cooperative efforts should be maintained by the Vocational Division and the Department of Offender Rehabilitation to provide inservice training for vocational personnel working with correctional institution inmates. Staff development plans for these personnel should be included in the Master Plan for Teacher Education.*

ITEM OF INQUIRY

3. To what extent is there coordination and articulation among secondary, postsecondary, and adult education agencies?

Discussion

In addressing this item of inquiry, the Council gave particular attention to three specific areas which in FY 75 had a major impact on articulation and coordination activities. These three areas are (1) Reorganization of the Department of Education, (2) the Management Information System, and (3) District Coordinating Councils. Each of these areas is discussed below.

Reorganization of Department of Education

Planning and implementation of the reorganization of the Department of Education took place during FY 75. The purpose of the reorganization was to improve educational services to the people of the State of Florida.

The Division of Elementary and Secondary Education became known as the Division of Public Schools, and the title of the Division of Vocational, Technical and Adult Education was changed to read simply, the Division of Vocational Education. The Divisions of Community Colleges and Universities remained unchanged in title. Various programs in the Department of Education moved from one division to another division and some programs experienced a split in location, but all continued to provide essentially the same services.

Before the reorganization of the Department of Education, Adult and Veteran educational programs were functionally a part of the Division of Vocational Education. As a result of reorganization, Adult Education was retitled "Adult and Community Education" and split into two sub-sections: (1) basic adult education in high school, and (2) community services, including General Education Development Testing (GED). Adult and Community Education is presently housed in the Division of Public Schools. The community school program still operates under the Division of Public Schools. Veteran Education, along with the Adult Migrant and Seasonal Farm Worker Program and the Civil Defense Program, are located in the Division of Vocational Education. The Adult Migrant and Seasonal Farm Worker Program, the Civil Defense Program, and Adult Education Staff Development programs are on contractual arrangement using Federal funds with universities and community colleges. This arrangement is made because no line positions were available under reorganization plans to provide for the staffing of these programs. Not only has the Adult Education Program been fragmented within the Division of Vocational Education and the Division of Public Schools, but it is also found in the Division of Community Colleges. The eight community colleges which were designed as centers for adult education before reorganization still handle adult education.

Adult education receives funding support from varied sources. For example, a community college which offers adult basic education receives Federal funds from the Division of Public Schools and FTE funds from the Division of Community Colleges. If the program is vocational, it may receive Federal funds through the Division of Vocational Education and also receive FTE funding through the Division of Community Colleges.

It is not known whether the reorganization of adult education will weaken or strengthen the Florida Department of Education efforts to provide service to the adult population.

Management Information System

Another area of change for the Department of Education has been the high priority given to the development of a common Management Information System (MIS). Section 338A of the Appropriation Act 1975-76 contains two provisions expressing the legislature's concern for this system. This Act reads, in part:

> (1) The development of a common data base and an integrated information system for public education, school districts, community colleges and universities is declared to be a priority of the legislature. . . .

(2) . . . the Department of Education shall give priority to improving information systems, with specific emphasis on common data definitions and data handling procedures which will provide analysis and reports utilizing data from school districts, community colleges or state universities, and . . . that such development shall be carried out through a centrally coordinated and supervised effort.

Coordinating Councils

A study designed to assess the effectiveness of District Coordinating Councils for Vocational Education was conducted during the past year by a team of researchers from the University of South Florida. This study was conducted under the auspices of the Florida Vocational Advisory Council. The results from the study indicate that there exists a broad range of qualitative differences among coordinating councils. Identification of variables that were associated with the functioning of effective councils was made. Only a few councils are deeply involved and have been effective in their activities. Nineteen of the twenty councils that provided minutes to the investigator had a rating of 5.5 or lower on an effectiveness scale of 0 to 10. This finding might serve to indicate that many district coordinating councils have complied only minimally with State Board of Education Regulations. Other district coordinating councils appear not to be functioning at all. This report also points out that many of the councils which are functioning need to improve the quality of their operation if they are going to fulfill the requirements of the State Board of Education Regulations.

The Vocational Division has obtained a grant from the U. S. Office of Education to develop models of operation for coordinating councils. This project, funded through the University of South Florida, will hopefully lead to an improvement in the effectiveness of these councils.

Ultimately, however, if vocational education coordinating councils are to play a meaningful role in the shared planning of the vocational education programs of the future, an increased commitment of time and personnel must be made by member districts.

Recommendation:

- *The Department of Education should determine the extent to which District Coordinating Councils for Vocational and Technical Education are fulfilling the requirements of State Board of Education regulations. Technical assistance should then be provided by the Department to those councils which have not fulfilled their requirements. A review should be made of all laws relating to District Coordinating Councils, and recommendations for change should be made as needed.*

ITEM OF INQUIRY

4. To what extent are vocational and technical education students who have completed programs finding employment in areas for which they have been trained?

Discussion

Follow-up Data

A follow-up of 1974 vocational students who completed training programs showed that 14.6 percent of those trained at the secondary level are working in jobs they were trained for, and 32.1 percent were working in jobs related to their training; the remaining 53.3 percent were working in jobs not related to their training.

At the post-secondary level the figures were: 41.7 percent working in jobs they were trained for, 24.8 percent in related jobs and 33.5 percent had jobs not related to their training.*

This same survey revealed that the vast majority of students got their job either on their own or through the assistance of a friend or relative. The educational system was instrumental in helping get a job for only a small percentage of the students.

It is interesting in this context to note that two separate studies (Appendix B, pages 89-91) conducted during the past year reveal somewhat the degree to which general vocational advisory committees, specialized vocational advisory committees, and district coordinating councils for vocational education are involved in placement and follow-up activities. The great majority of district coordinating councils indicate that they are not reviewing placement and follow-up data on all school and college district programs. By the same token, less than one-third of general advisory committee members serving community college and school district programs indicated that their committees were reviewing job placement and follow-up information on students completing or leaving the vocational education program. Slightly less than one-half of the specialized vocational advisory committee members said that their committees were assisting in placing school graduates in jobs.

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* The response rate for this survey was 32 percent. Although the optimal response rate was not achieved, the survey does represent the best available data source.

Council Meeting Comments

The placement and follow-up of vocational and technical education students were discussed at public meetings held in the past year by the Council. A sample of the opinions expressed is as follows:

> "We are a small county, but we have done enough ground work that we have two good occupational specialists and they have done a lot of work. They have a good start on placement. They have operated quite a placement service. In our small way we are effecting a real service. We think it is worth the money. And it is a magnificent step forward."
>
> "The placement and follow-up law is very specific and we don't think the funding will provide all the money we will need, but the important thing is the information system as well as the actual placement and what happens to the students and how relevant the program is."
>
> "Following every individual in our "fluid" county is near impossible."
>
> "I don't believe that now in student placement there is any great accomplishment. The result is as diverse as each school."
>
> "We have been doing placement and follow-up in vocational education for many years. The law is in effect but funds are not in effect. Placement and follow-up is very important. No funds, categorical or transitional funds."
>
> "The legislature keeps building up mandates and providing no more money."
>
> "We have been fighting the battle of low returns for follow-up. We have this year a 43% return. Of all the follow-ups required, it looks like you could combine surveys and have one form."

Conclusions

Some tentative conclusions may be drawn from the preceding discussion about the placement of vocational and technical students.

First, there are indications that post-secondary students are more likely than secondary students to obtain employment in an area for which they were trained. Second, most students seem to obtain employment through their own devices rather than through the schools and colleges. Third, general vocational advisory committees, specialized vocational advisory committees, and district coordinating councils for vocational education appear to be making little more than a half-hearted effort to thoroughly analyze and utilize placement and follow-up data available to them.

Vocational and technical education programs generally are more expensive to operate than academic education programs. Advocates of vocational and technical education usually attempt to justify the relatively higher costs of these programs by pointing to the benefits accruing to those who participate in the programs. One of these benefits is said to be the placing of a trained worker in an occupational area requiring specific skills. If, however, large numbers of students trained in vocational and technical education programs are not finding employment in areas for which they have been trained, then serious questions arise as to the effectiveness and efficiency of vocational and technical education in terms of tax dollars spent.

Recommendation:

- *A concerted effort should be made by the Divisions of Community Colleges and Vocational Education to determine the reasons vocational and technical education students are often not employed in jobs related to the field for which they have been trained. This data should then be used to restructure and update vocational and technical education offerings to make them more relevant in terms of the needs and interests of business and industry as well as the students themselves.*

ITEM OF INQUIRY

5. To what extent is vocational education involved in manpower programs conducted under the Comprehensive Employment and Training Act?

Discussion

Vocational and technical education in Florida is becoming increasingly involved in manpower programs conducted under the Comprehensive Employment and Training Act (CETA). This Act, which incorporates training and employment programs at the federal level under one legislative umbrella, decentralizes program selection and implementation to state and local government, thus transferring primary responsibility for the success of these programs to state and local government.

CETA manpower programs fall into two broad classes: basic manpower services and public service employment. Examples of basic manpower services are basic education, vocational training, work experience, and on-the-job training. Public service employment is in areas normally provided by government and includes, but is not limited to, such fields as conservation, education, child care, fire protection, health care, transportation, and other fields of human betterment and community improvement. It includes part-time work for individuals who are unable to work fulltime because of age, handicap or other factors.

Breakdowns of the distribution of CETA funds in Florida are shown on Tables 2 and 3, pages 54-55. Table 2 reveals that in FY 76 over $2 million will be spent on vocational programs, as funded through Title I, Section 112 of CETA. This, however, is not the full story of the estimated input by vocational and technical education under CETA funding. The actual amount of CETA funds from all sources which will go for vocational and technical education in Florida during FY 76 will probably greatly exceed the $2 million figure. This money will go for such diverse purposes as trainee slots, prisoner training, skill center support, on-the-job training, and work experience. At this point there has been no systematic attempt made to assess what impact CETA funding has had on vocational and technical education in Florida.

ITEM OF INQUIRY

6. To what extent are vocational education opportunities available to all people at the secondary, post-secondary, and adult levels?

Discussion

Enrollments

Headcount enrollment figures each year show a sizeable portion of Florida's school district and community college students enrolled in vocational and technical education programs. These figures can be misleading. First of all, these figures may represent a duplication of counts in some instances (e.g., pre-vocational "wheel" programs); secondly, both school districts and community colleges in Florida are funded on the basis of full-time equivalent (FTE) students. FTE counts actually represent a more accurate picture of vocational enrollments than do headcounts. Table 24 (Appendix A), for example, shows that in FY 74 vocational FTE's amounted to less than eight percent of the total district FTE enrollments; in FY 75 the figure was less than nine percent of the total districts enrollments. In the community colleges, occupational programs accounted for just over thirty percent of the total community colleges FTE's for FY 74, and approximately 31 percent in FY 75 (See Table 18, Appendix A).

Table 21, page 75, provides us with another chance to study vocational FTE enrollments by school districts. Note that in 16 counties in Florida, the population is increasing at a more rapid rate than is student FTE enrollment in vocational programs, excluding community college enrollments. Table 23, page 81, displays the vocational and technical unweighted FTE enrollment by district as a percent of total school enrollment. A review of this data affords some insight into the true depth of vocational and technical education programs in school districts.

Location of Schools and Colleges

Geographically, most citizens of Florida have ready access to vocational and technical education at public institutions. There is no known validated breakdown of private vocational schools by location in Florida. It would seem that from the standpoint of geographical distribution alone, the people of Florida are afforded an opportunity for vocational and technical education. There are other areas, however, where the distinctions are not so clear: There is a lack of information as to whether or not sex stereotyping is limiting the availability of vocational programs to all students; there is also a need to determine whether or not vocational and technical education facilities are available for use by handicapped students as prescribed by Section 255.21 of the Florida Statutes.

Allocation of Financial Resources

Any question involving opportunities for education of any type will, directly or indirectly, involve the discussion of the ever present problem of allocating monetary resources. Table 20, page 75, shows that the State of Florida spent less on a per student basis for vocational education in FY 74 than it did in FY 71. Table 19, gives a comparison of expenditures (State, local and Federal) per vocational student in eight states, including Florida; while the national average expenditure per student increased almost eleven percent between FY 71 and FY 74, Florida showed a decrease of almost four percent. Part of this decrease may be attributable to the recent inclusion of pre-vocational enrollment in total enrollment figures; courses in pre-vocational areas are usually funded at a lower level than other vocational courses, which would tend to lower expenditures per student.

To point out another side of the resource allocation problem, Florida, with a sluggish economy and a spiraling inflation rate, can ill afford to devote tax dollars to educational programs which are not effective in terms of offering worthwhile opportunities to the people of the State. In a direct sense, this means that vocational administrators throughout the State should take a hard look at all vocational programs offered in order to determine not just the extent to which vocational education opportunities are available, but whether

or not the right programs are being offered. Not only are answers needed about total costs of vocational programs on an average basis, but also about the marginal costs associated with vocational programs; the effectiveness of given vocational programs in terms of productivity factors (cost per completer, cost per completer placed in area for which he/she has been trained) should be analyzed and compared among different delivery systems (i.e., school districts, community colleges, private institutions). The full extent to which vocational and technical education opportunities are available can never be known until a much more detailed and comprehensive analysis has been conducted.

Recommendation:

- *Cost analyses should be conducted on vocational and technical education programs using as one measure of effectiveness the cost of placing students in jobs relating to training received. These analyses should be made among the three following delivery systems: public school districts, community colleges, and private institutions.*

ITEM OF INQUIRY

7. To what extent is career education provided to all elementary and middle grade pupils?

Discussion

Data currently available from the Department of Education tends to indicate the continued integration of career education into the curricula of elementary and middle schools. As the following table indicates, almost 300,000 students at the elementary and middle school levels were involved in career education in Florida during FY 75. While this figure is less than half of the total enrollment at these levels, it does represent a sizeable portion of the students and speaks well of the State's commitment to career education.

ESTIMATED TOTAL NUMBER OF DISTRICT STAFF,
STUDENTS AND SCHOOLS INVOLVED IN CAREER EDUCATION
for FY 1975*

	Staff	Students	Schools
Elementary	8,912	199,099	707
Middle & Jr. High	3,811	83,274	245
Secondary	3,855	111,453	182
Postsecondary	952	15,473	39
Placement & Follow-Up	1,623	96,884	386
Counselor & Occ. Spec.	1,148	300,711	936
Evaluation	2,189	41,589	392
Inservice	31,350	2,846	914
TOTALS	57,440	851,329	3,793

FY 75 marked the second year of a statewide career education effort to fuse career education with ongoing programs. The Department of Education provided school districts with technical assistance in the areas of curriculum, evaluation, dissemination, and community involvement. An out-of-state consultant was employed to conduct a series of seminars in each of the five areas where models of different implementation systems were presented for the fusing of career education into the existing curricula. Two statewide workshops were held for career education directors on the evaluation of career education. The second statewide workshop also covered the need for dissemination and community involvement. The regional offices conducted monthly meetings with the local directors of career education in their area.

With more growth expected for FY 76 at the high school level, the community colleges and universities management plans were developed for teacher education and for training and re-training at a Career Education Personnel Training Center. The plans also include a project that will establish demonstration centers at the senior high level to provide visitation opportunities for local, state and national educators desirous of viewing proven career education methods and techniques. The project will disseminate upon request information concerning the demonstration centers, including descriptions of model components, and sample curriculum materials.

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* Interim Status Report on District Progress in Career Education, January 7, 1975, to Commissioner Ralph D. Turlington.

At the beginning of FY 75 it was decided that all Divisions of the Department of Education should be equally involved in the planning and management of a statewide career education plan. The community colleges and State universities each appointed a coordinator. During the preceding year a coordinator was appointed in the Divisions of Public Schools and Vocational Education. At the same time the Division of Public Schools appointed 15 field consultants in career education to work with the 15 staff members appointed by the Vocational Division. These 30 consultants were assigned to the area offices to provide technical assistance to the school districts.

Another area of policy change during FY 75 was the funding procedure for career education. The 1975 Legislature funded career education in a transitional category (Senate Bill 1100) as part of the strategy for fiscal support of career education developmental activities. The Department of Education developed and distributed district guidelines for submitting career education plans at the beginning of FY 75. Each district is requested to submit a description of school district plans for career education for a three-year period beginning with FY 75. The report is to include major accomplishments during FY 74.

The Department of Education will use the information provided by the career education plans from the school districts for:

1. reporting to the Legislature and State Board of Education,
2. monitoring the use of career education resources,
3. evaluating all State career education efforts, and
4. planning strategies for technical assistance to districts and institutions.

ITEM OF INQUIRY

8. What indications are there that students feel that vocational programs adequately meet their needs?

Discussion

The primary consumers of vocational and technical education are the students. Yet, little concern or attention is evidenced by the educational community involved with these students insofar as making available valid data which would show the perceived needs of students as an integral component of vocational and technical education planning. Only a small portion of the flood of vocational and technical education literature flowing forth yearly is explicitly concerned with student needs; yet the needs of the students should be first and foremost in planning any educational endeavor.

As was pointed out in this report under a previous item of inquiry, there is no validated information as to whether or not school districts are reviewing student suggestions for improving vocational education in Florida. This source of information, which is a part of the student follow-up form, should be capitalized on by the local school districts. It may not be the finest source imaginable for determining student needs, but it does represent one of the few present sources of expressed student needs available on a statewide basis.

Recommendation:

- *The Department of Education should increase its efforts to obtain feedback about program adequacy from vocational and technical education students, and utilize this information in the preparation of the State Plan.*

ITEM OF INQUIRY

9. What preservice and inservice training programs for vocational teachers, administrators, and supervisory personnel were available in fiscal 1975?

Discussion

Approximately two thousand teachers participated in state department sponsored workshops conducted throughout Florida during FY 75 by State universities and community colleges. Many other inservice activities were held throughout the state by the 67 school districts and inservice programs at the various State universities. However, the exact number of school district inservice training programs conducted in FY 75 is unknown since no systematic procedure has been established at the state level to collect this type of data. Figures relating to preservice and inservice training in previous State Plans that have been developed to date are in reality nothing more than estimates based upon projections contained in University Funding Guides.

Various types of information will be required if the *State Master Plan for Teacher Education* is to be an effective planning guide. Two specific areas relating to the development of the guide are dealt with below:

A Study of Industrial Teacher-Training Availability

The first topic deals with a study conducted by the University of West Florida for the Council which focused on the availability of preservice and inservice training for industrial teachers. The study purports to identify 164 competencies, in rank order, needed by industrial teachers to be effective. The findings suggest that instruction

was available for the teacher to learn and develop the vast majority of the identified competencies while requirements were being completed by teachers for certification. This latter finding tends to imply that most industrial teachers are receiving the training they need, either in preservice or inservice training environments.

Educational Professional Development Act (EPDA)

The second major item concerning preservice and inservice teacher education deals with EPDA activities in Florida. Five projects were funded through Part 533 of EPDA for the purpose of leadership development of vocational administrators at the county, community college, university, and state department level. Six universities and two community colleges conducted workshops for principals of comprehensive high schools and middle schools offering vocational programs.

Staff development visits and workshops were conducted for vocational administrators in the following manner: (a) 23 local administrators came to Tallahassee in small groups, to meet with state department staff for orientation on organization and contact persons, (b) 97 local administrators were brought together for a workshop to discuss CETA and how it related to their individual area, and (c) local vocational directors and community college deans discussed legislative action and Florida's vocational and technical education objectives at their workshop. Workshops were also held for occupational specialists.

The intern training of vocational administrators was another project funded through EPDA which allowed 271 administrators and potential administrators to visit with other institutions on an internship. These training institutions included 27 school districts, 11 community colleges, and 2 universities, which provide anywhere from two days to two weeks of internship with an experienced administrator.

EPDA funds were also used to fund a competency-based teacher education project for industrial education teachers. During FY 75, *Phase I: Competency and Criteria Identification and Validation for Pre-Service Education* was completed by Florida State University through the cooperative effort of University of West Florida, University of North Florida, University of South Florida, Florida A & M University, Florida Technological University, Florida International University, Dade County, Pinellas County, and selected Florida industrial education teachers and administrators.

Recommendations:

- *Systematic procedures, utilizing updated data on teacher demand and supply relevant to all areas of the state, should be developed and used to revise the State Master Plan for Vocational Teacher Education.*
- *Competency-based teacher education (CBTE) programs for vocational teachers should not be expanded to all teacher education programs until cost-effectiveness analyses have been conducted on those programs already in operation.*

ITEM OF INQUIRY

10. What effort was made to assure dissemination of innovations in vocational education?

Discussion

Under the Department of Education reorganization, the old Bureau of Vocational Research and Evaluation has been renamed the Bureau of Vocational Research, Dissemination and Evaluation. One of the three sections in this bureau is devoted to the dissemination and diffusion of innovations in vocational education. Several positions within this section will be funded through grants or on a project basis.

A need has been identified by this Bureau for a systematic approach to dissemination and diffusion of vocational materials. The Dissemination and Diffusion Section is presently involved in the first phase of developing a model to meet this need.

ITEM OF INQUIRY

11. What statements can be made concerning the public image of vocational and technical education in Florida?

Discussion

A 1971 study in Florida by Dobson and Edwards found that levels of specific information about vocational and technical education opportunities were extremely low, and persons in lower status groups--those most likely to benefit from vocational and technical education courses--had less information about vocational and technical education than other groups. A separate study (Jackson and Scott) conducted in three Florida counties this past year substantiated the earlier findings. It was once again found that the persons who could profit most from vocational and technical education programs know very little about such programs (A review of this latest study is in Appendix B, page 92). In this context, it is interesting to note that some of the comments made at Council meetings during the past year were directed toward the public image aspect of vocational and technical education. Listed below are two such comments:

> "We don't believe the public is aware of the scope of the vocational education program. It should be publicized more."
>
> "We can change the image of vocational education through public relations and local people becoming involved."

From all indications enough is not being done at the present time to inform target groups about vocational and technical education opportunities. The Jackson and Scott (1975) study noted some of the implications of this lack of public information:

> If knowledge of program information is a prerequisite for enrollment in educational programs, it is questionable that equal access is being provided currently by public vocational and technical education institutions when discrepancies exist in levels of information between income/racial groups. (p. 48)

Recommendation:

- *School districts and community colleges should make a greater effort among lower income and minority group citizens to raise the levels of information concerning the availability of vocational and technical education programs.*

GOAL III: "EVALUATION SHOULD FOCUS ON THE EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION"

"The annual evaluation report to the State advisory council may be accompanied by such comments of the State board as it deems appropriate. The recommendations of the State advisory council shall be considered by the State board in developing the State plan for the ensuing year. Response in writing to each recommendation shall accompany the State plan and may include among other matters, the results of evaluations by the State board of programs, services, and activities which support, supplement, or differ with the evaluation results of the State advisory council."[4]

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[4] *Ibid.*, page 1.

GOAL III

ITEM OF INQUIRY

1. What action has resulted from the Council's previous year's recommendations, and to what extent do these actions fulfill the intent of the recommendations?

Discussion

As in previous years, the Council feels that, generally, its annual evaluation reports have been well received by the staff of the State Board for Vocational Education. On March 20, 1975 the Florida Director of Vocational Education sent the Council a staff prepared report containing responses to each recommendation contained in the Council's FY 1974 Annual Evaluation Report. A review of the responses indicates that most of the recommendations have been carefully considered for implementation, and significant activities relating to the recommendations are being conducted by Florida's educational system. The Council would be remiss, however, if it did not point out that in a few cases the responses were not directly addressed to the recommendation or the context within which the recommendations were made.

As provided by law and regulation, the Council's primary functions are evaluative and advisory. Consequently, the Council believes that timely, direct, and definitive responses to its reports by appropriate State Board staff will help the Council better assess on a continuing basis the appropriateness, efficiency, and effectiveness of its efforts to help improve the state program of vocational and technical education.

As suggested in the guidelines provided by the U. S. Office of Education, listed below in condensed form are the recommendations made in the Florida Council's FY 1974 Annual Evaluation Report and a synoposis of the response to each recommendations.

FY 1974 RECOMMENDATIONS AND RESPONSES

1. Recommendation: "An effort should be made to state goals and objectives in the State Plan in order of intended resource allocations."

   Response: "All goals and objectives enumerated in the State Plan have high priority ranking for providing quality education to the people of Florida, and a priority ranking below high level would serve no useful purpose."

2. Recommendation: "A more accurate means of estimating the disadvantaged population to be served by vocational education in program areas, educational levels and areas of the state should be developed."

   Response: " . . . there is no identified system designed to accurately determine the disadvantaged population needing to be served by vocational education. . . . a grant will be let to design, develop, and test a system to more accurately determine the disadvantaged population needing to be served by vocational education."

3. Recommendation: "In appropriate areas, goals and objectives should be stated in terms of completions, placement and follow-up."

   Response: "The State Plan for FY 1976 will include goals and objectives relating to completions, placement and follow-up for preparatory vocational education programs."

   Council Comment: The response does not directly address the recommendation.

4. Recommendation: "An attempt should be made to secure a 'representative' sample of private vocational school output for use in the State Plan."

   Response: "Survey questionnaires [during 1974] were mailed to . . . 280 schools . . . seeking data and information relative to completions, placement and follow-up."

5. Recommendation: "Goals and objectives in the State Plan should more closely reflect manpower development needs in specific program areas or sections of the state."

   Response: " . . . objectives in the State Plan are designed to meet the identified needs of people and of the labor force. . . . At the present time, the Division and the Florida Department of Commerce are cooperatively engaged in a project referred to as Occupational Information Delivery System (OIDS). This project is developing a system that will annually provide definitive data on labor market needs by occupation for the State and the 10 Department of Administration planning regions."

   Council Comment: The current status of the OIDS system and manpower development needs is discussed on page 21 of this report.

6. Recommendation: " . . . that consideration be given to inclusion of some standard or criteria by which degree of success in achieving objective outcomes is to be determined."

Response: "It is planned in the statement of the objectives of Table III of the State Plan that criteria reference will be included as part of the objectives."

7. Recommendation: "Support should be continued for the Occupational Information Delivery System and the Florida Vocational, Technical and Adult Education Information System."

Response: "This [OIDS] is a developmental research project but present plans indicate that by October, 1975, more definitive data on both the supply and demand will be available for broader dissemination than was possible this year. [and] The Vocational Division is participating as a member of the Department of Education Management Information System Coordinating Committee in an effort to have more responsive information systems available to educational managers at all levels and the general public."

8. Recommendation: "A program to support a comprehensive planning system for vocational education should be developed."

Response: "The recommended reorganization of the Division of Vocational Education provides for a Planning, Programming and Budgeting Section in the Bureau of Vocational Planning and Budgeting. As this organizational unit and the local Coordinating Councils for Vocational Education, . . . become fully operational an improvement in comprehensive planning for vocational education will be the result."

9. Recommendation: "The occupational specialist program should be continued and funding maintained."

Response: "There were 622 occupational and placement specialists in the schools during fiscal year 1975 and categorical funding of $8,144,381. The budget request for fiscal year 76 is $10,328,766. If this funding is approved, it will provide an estimated 751 occupational and placement specialists which is the optimum level for the present target population of secondary school students and leavers."

Council Comment: The FY 1976 legislative budget appropriation for occupational specialists was $6,616,271, a decrease of $1,259,400 over FY 1975.

10. Recommendation: "The feasibility of expanding the occupational specialist program to the community college level should be examined."

Response: "Occupational and placement specialists have been very effective on the elementary, middle and high school levels. It is considered that community colleges could also profit from utilization of this type staff as a member of the guidance team. The Division of Community Colleges should examine the feasibility of this approach to career guidance."

11. Recommendation: "The Vocational Division should assess the system for diffusing innovative vocational programs, practices and materials."

Response: "Proposed Division Reorganization would create a section of Dissemination and Diffusion . . . to develop and implement a system for putting into practice procedures and products designed to improve vocational education in the State."

12. Recommendation: "Appropriate agencies should evaluate the progress made in establishing pre-apprenticeship programs throughout the State."

Response: "Immediately following the pre-apprenticeship legislation, the Industrial Education Section of the Division of Vocational Education, the Bureau of Apprenticeship of the Department of Commerce and the Dade County school system developed plans to initiate a pilot pre-apprenticeship program in the field of carpentry. This program has been in operation two and one-half years and graduated its first class of approximately 18 students in June, 1974. The program is currently underway and intends to graduate another class in June, 1975. An evaluation of the pilot program is scheduled sometime in February or March, 1975. A written report of the strengths and weaknesses of this program will follow the evaluation, and a copy will be supplied to the State Council."

13. Recommendation: "The Division of Vocational Education should update the *Master Plan for Vocational Teacher Education* and include a system designed to gather information on future supply and demand for vocational personnel by program area, level, and area of the State."

Response: "Under the present reorganizational plan . . . positions . . . will have primary responsibility for planning and coordinating . . . preservice and inservice staff development . . . at the state and local levels. One of the priority activities will be to develop and maintain a statewide master education plan for vocational teachers, supervisors and administrators. . . ."

14. Recommendation: "The effort to identify unique competencies needed by teachers in vocational program areas in order that they may be used to form the foundation for competency based certification requirements should be continued and expanded."

Response: "Pilot demonstration programs are presently being conducted . . . to develop . . . competencies for preservice and inservice use. . . . The Certification Section has cooperated . . . in these two projects, using performance based criteria as a substitute for the course credit to meet full certification requirements for vocational teachers."

"The Division of Vocational Education, Florida State University, and Ohio State University have signed a joint agreement for Florida State University to field test performances based modules developed at the Ohio State University Center for Occupational Education. Upon completion of the field testing and final revisions . . . they will provide a basis for competency based vocational teacher education."

15. Recommendation: ". . . that the instrumentality of vocational and technical education be retained in the Florida Department of Education at the Division level."

Response: "There are no known efforts within the Department of Education to bring about a change in the law which would eliminate the Division of Vocational Education."

16. Recommendation: ". . . that the continued development and implementation of a total Management Information System (MIS) for vocational education be given high priority."

Response: "Specific MIS printouts have been identified for use by the Advisory Council in the preparation of their annual report. These printouts will be provided to the Council by October 1 of each year."

Council Comment: Please refer to page 15 of this report for a brief discussion of problems encountered in obtaining data from the MIS and data the U. S. Office of Education requests each State Board to submit by October 1 of each year.

17. Recommendation: ". . . that each (1) district school board and community/junior college board of trustees have an active general advisory committee and appropriate program advisory committees . . . and that (2) State level vocational education leadership develop and implement a program to assist . . . district staff to effectively utilize lay advisory committees."

Response: "The need for consultative services from appropriate representatives of Business and Industry in the development and operation of vocational programs is recognized by the Division as an important element in effective vocational education. . . . The Division utilizes at State level the services of a number of standing and ad hoc committees. In addition, School Boards and Community College Boards of Trustees are being encouraged to organize and utilize occupational advisory committees in relation to preparatory programs."

18. Recommendation: "That the State Board of Education request legislative action to re-establish and fund the Industry Services Program."

Response: "The law authorizing an Industry Services Program (F. S. 230.66) is still in the Statutes. Funds to implement this program were not included in the 1976 Division Legislative Budget Request in consideration of the present economic situation."

19. Recommendation: "That the State Board of Education make every effort to assure continued financial support for career education and the occupational specialist program through an appropriation by the 1975 Legislature."

Response: "The Department of Education Legislative Budget requested $6 million to continue the Career Education Program in 1975-76. [and] . . . $10,328,766 to continue the Occupational Specialist Program in 1976."

Council Comment: The actual appropriations for these two categorically funded programs were

Career Education	$ 2,750,000
Occupational & Placement Specialists	6,616,217

APPENDIX A

SELECTED STATISTICAL TABLES

TABLE 1

POPULATION ESTIMATE 1974 AND PROJECTIONS 1975, 1980

	1974	1975	1980
FLORIDA TOTAL	8,248,851	8,412,200	9,574,600
Counties			
Alachua	125,135	128,600	147,500
Baker	11,841	12,200	14,000
Bay	90,150	88,500	95,200
Bradford	15,786	15,600	16,600
Brevard	248,919	254,200	281,600
Broward	828,169	847,300	985,700
Calhoun	8,078	8,000	8,200
Charlotte	39,844	41,500	56,500
Citrus	33,517	36,300	48,800
Clay	45,761	45,700	52,900
Collier	58,749	59,700	80,000
Columbia	28,393	28,000	30,000
Dade	1,413,102	1,431,900	1,571,000
De Soto	17,660	17,100	19,200
Dixie	6,514	6,100	6,600
Duval	570,412	582,600	661,100
Escambia	222,414	225,500	243,000
Flagler	6,259	6,200	7,800
Franklin	7,752	7,700	8,000
Gadsden	38,780	39,300	40,500
Gilchrist	4,910	4,300	4,800
Glades	4,747	4,500	5,000
Gulf	10,697	10,700	11,200
Hamilton	8,195	8,200	8,300
Hardee	18,074	18,100	20,100
Hendry	15,098	15,900	18,500
Hernando	26,537	30,500	37,500
Highlands	40,659	42,200	47,800
Hillsborough	588,792	597,300	651,900
Holmes	12,283	12,100	12,600
Indian River	45,038	47,400	55,300
Jackson	40,125	38,800	39,900
Jefferson	9,255	9,300	9,600
Lafayette	3,228	3,100	3,300
Lake	83,473	84,400	94,300

TABLE 1

POPULATION ESTIMATE 1974 AND PROJECTIONS 1975, 1980

Counties (cont'd.)	1974	1975	1980
Lee	148,495	152,900	196,300
Leon	129,903	133,200	152,900
Levy	14,868	14,600	16,100
Liberty	3,822	3,900	4,000
Madison	14,220	14,300	14,600
Manatee	117,642	115,100	133,600
Marion	92,522	90,300	102,100
Martin	45,097	41,100	50,200
Monroe	53,582	57,800	59,900
Nassau	26,693	24,200	26,500
Okaloosa	101,266	100,400	111,700
Okeechobee	16,284	16,400	19,800
Orange	423,981	444,100	525,000
Osceola	36,889	40,400	52,400
Palm Beach	459,167	466,800	543,000
Pasco	123,199	129,800	177,300
Pinellas	649,852	670,000	744,600
Polk	268,343	276,900	320,700
Putnam	42,346	42,500	45,700
St. Johns	37,931	38,400	43,200
St. Lucie	67,034	68,400	80,000
Santa Rosa	46,685	47,300	52,200
Sarasota	157,738	162,400	186,800
Seminole	134,336	143,700	173,900
Sumter	20,034	20,200	22,800
Suwannee	17,645	16,800	17,000
Taylor	14,366	14,400	14,900
Union	9,463	9,200	10,000
Volusia	206,967	208,800	240,000
Wakulla	8,635	8,100	9,200
Walton	17,569	17,400	18,000
Washington	13,931	13,600	15,900

SOURCE:
Bureau of Economic and Business Research, U. of Fla., Gainesville, Florida.

FIGURE 1

CETA
PRIME SPONSORS

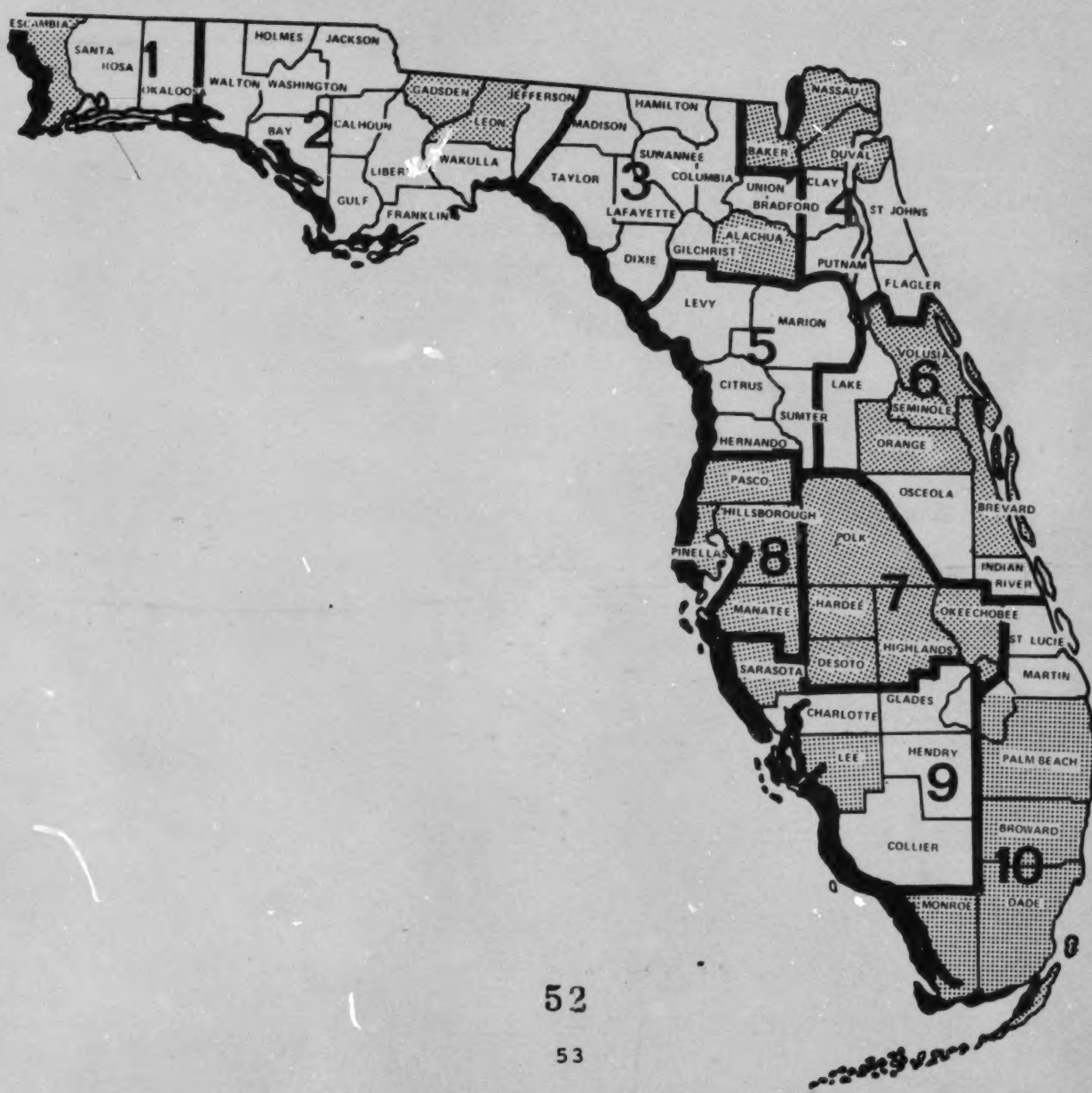


TABLE 2

DISTRIBUTION OF TITLE I, SECTION 112 CETA FUNDS
FY 76

Prime Sponsor	Training	Admin.	Services	Total
Dade/Monroe	$ 163,384	$ 217,008	$ - 0 -	$ 380,392
Broward	69,861	13,200	4,586	87,647
Palm Beach	21,555	800	31,645	54,000
Brevard	42,354	55,986	11,016	109,356
Orange	57,518	47,466	37,800	142,784
Seminole	- 0 -	- 0 -	45,000	45,000
Heartland	50,163	78,532	17,284	145,979
Lee	35,592	19,893	- 0 -	55,485
Sarasota	13,693	33,128	15,837	62,658
Tampa	22,288	69,432	16,000	107,720
St. Petersburg	60,400	- 0 -	26,000	86,400
Pasco	24,300	- 0 -	- 0 -	24,300
Alachua	22,235	30,780	19,740	72,755
Volusia	38,385	- 0 -	30,150	68,535
Northeast	54,042	27,745	26,058	107,845
Leon/Gadsden	85,662	15,000	20,000	120,662
Escambia	41,500	27,995	16,005	85,500
Balance of State	120,499	19,090	203,310	342,899
Sub-Total	$ 923,431	$ 656,055	$ 520,431	$2,099,917
	43.97%	31.24%	24.79%	100%
State Dept. of Education		$ 107,621		$ 107,621
TOTALS	$ 923,431	$ 763,676	$ 520,431	$2,207,538
	41.83%	34.59%	23.58%	100%

SOURCE: State Manpower Services Council

TABLE 3

CETA FUNDS FOR FLORIDA PRIME SPONSORS
1975

Prime Sponsors	Title I	Title II	Title III	Total
Alachua County	$ 735,570	$ - 0 -	$ 168,605	$ 904,175
Broward County	3,278,563	915,397	4,354,287	8,548,247
Brevard County	1,275,507	2,144,746	1,871,844	5,292,097
Dade/Monroe Counties Consortium	9,111,662	1,823,006	8,040,990	18,975,658
Escambia County	978,840	232,893	509,642	1,721,375
Heartland Manpower Consortium	2,167,488	2,140,218	2,401,537	6,709,243
Lee County	450,221	56,900	419,891	927,012
Leon County	933,881	134,680	571,548	1,640,109
Northeast Florida Consortium	3,462,645	681,672	1,544,648	5,688,965
Orange County	1,489,837	873,428	2,210,550	4,573,815
Palm Beach County	1,981,249	1,396,427	2,560,185	5,937,861
Pasco County	380,400	222,300	382,645	985,345
Pinellas/St. Petersburg Consortium	2,520,972	67,149	1,507,785	4,095,906
Sarasota County	437,711	52,600	321,780	812,091
Tampa/Hillsborough Consortium	4,173,707	174,212	2,101,243	6,449,162
Volusia County	825,803	435,800	583,066	1,844,759
Balance of the State, Florida	8,489,567	3,335,391	4,868,552	16,693,510
Special Governor's Grant	4,807,527	- 0 -	- 0 -	4,807,527
TOTALS	$47,501,150	$14,686,909	$34,418,798	$96,606,857

SOURCE: State Manpower Services Council

TABLE 4

MANPOWER DEVELOPMENT TRAINING PROGRAM EXPANSION
1974-1980

Institution	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980
Apalachee Correctional Institution	120*	150	150	150	150	180
Avon Park Correctional Institution	90	90	90	120	150	180
Cross City Correctional Institution			90	120	120	150
DeSota Correctional Institution		120	120	150	150	180
Florida Correctional Institution	120	120	120	150	180	195
Florida State Prison			120	120	150	180
Glades Correctional Institution			120	120	150	180
Lake Correctional Institution		90	90	90	90	120
River Junction Correctional Institution			90	90	90	90
Sumter Correctional Institution	120	120	120	150	180	210
Union Correctional Institution		120	120	150	180	210
Brevard Correctional Institution			120	120	150	180
Dade				90	120	150
Broward				90	120	150
Hillsborough				90	90	90
Indian River				90	90	90
TOTALS	450	810	1,350	1,890	2,160	2,535

SOURCE: *A Plan for Comprehensive Academic and Vocational Education*, Department of Offender Rehabilitation, February 1975.

* Numbers represent projected headcount enrollments.

TABLE 5

FLORIDA LABOR FORCE SUMMARY
(Year to Date to September 1975)

Month	Civilian Labor Force	Total Unemployment	Unemp. Rate*	Total Employment
January	3,231,500	281,100	8.5	2,950,400
February	3,401,500	338,700	9.5	3,062,800
March	3,432,100	365,300	10.7	3,066,800
April	3,412,200	378,300	12.3	3,033,900
May	3,397,200	374,900	12.3	3,022,300
June	3,381,500	403,600	10.4	2,977,900
July	3,309,000	400,500	10.4	2,908,500
August	3,287,700	404,700	11.9	2,883,000
September	3,284,200	414,600	12.4	2,869,600

SOURCE: Florida Employment Statistics, Florida Department of Commerce.

* Seasonally Adjusted

State of Florida
Department of Commerce
Division of Employment Security
Research and Statistics

TABLE 6

LABOR FORCE ESTIMATES
STATE OF FLORIDA

(in thousands)

		January	February	March	April	May	June	July	August	September	October	November	December	Annual Ave.
1970	Civilian Labor Force	2,653.1	2,666.6	2,671.9	2,654.4	2,644.7	2,645.6	2,581.4	2,568.3	2,591.5	2,618.6	2,672.5	2,723.3	2,641.0
	Employment	2,564.4	2,573.1	2,578.3	2,563.8	2,549.1	2,520.4	2,445.0	2,438.7	2,458.4	2,487.5	2,543.3	2,601.9	2,527.0
	Unemployment	88.7	93.5	93.6	90.6	95.6	125.2	136.4	129.6	133.1	131.1	129.2	121.4	114.0
	Unemployment Rate ⊥	3.3	3.4	3.5	3.8	4.0	4.2	4.5	4.8	5.0	5.2	5.2	5.0	4.3
1971	Civilian Labor Force	2,743.5	2,763.8	2,770.8	2,746.1	2,746.9	2,760.9	2,719.1	2,706.3	2,729.9	2,749.9	2,789.7	2,826.9	2,755.0
	Employment	2,617.0	2,630.7	2,641.0	2,620.8	2,624.3	2,611.5	2,562.0	2,564.1	2,584.5	2,610.8	2,657.0	2,712.5	2,620.0
	Unemployment	126.5	133.1	129.8	125.3	122.6	149.4	157.1	142.2	145.4	139.1	132.7	114.4	135.0
	Unemployment Rate ⊥	4.6	4.6	4.7	5.1	5.0	4.8	4.9	5.0	5.2	5.3	5.1	4.5	4.9
1972	Civilian Labor Force	2,803.6	2,819.9	2,847.6	2,816.6	2,815.4	2,831.5	2,774.5	2,767.1	2,804.6	2,862.1	2,925.2	2,985.5	2,838.0
	Employment	2,678.7	2,694.8	2,724.6	2,699.6	2,703.2	2,690.8	2,629.0	2,635.0	2,669.0	2,729.8	2,805.2	2,867.8	2,711.1
	Unemployment	124.9	125.1	123.0	117.0	112.2	140.7	145.5	132.1	135.6	132.3	120.0	117.7	127.0
	Unemployment Rate ⊥	4.4	4.3	4.3	4.6	4.4	4.4	4.5	4.6	4.7	4.9	4.4	4.4	4.5
1973	Civilian Labor Force	2,962.2	2,995.5	3,042.0	3,022.8	3,039.0	3,086.9	3,046.4	3,039.2	3,069.7	3,118.0	3,187.9	3,254.4	3,072.0
	Employment	2,835.8	2,873.4	2,927.3	2,912.0	2,924.8	2,938.9	2,898.5	2,901.1	2,926.7	2,976.6	3,050.0	3,113.0	2,940.0
	Unemployment	126.4	122.1	114.7	110.8	114.2	148.0	147.9	138.1	141.0	141.4	137.9	141.4	132.0
	Unemployment Rate ⊥	4.2	3.9	3.8	4.1	4.2	4.2	4.2	4.4	4.5	4.8	4.6	4.8	4.3
1974	Civilian Labor Force	3,257.7	3,300.5	3,331.9	3,326.8	3,348.3	3,354.0	3,315.5	3,280.4	3,285.3	3,336.9	3,357.0	3,417.8	3,326.0
	Employment	3,102.4	3,136.4	3,169.1	3,168.7	3,187.2	3,157.6	3,100.4	3,065.7	3,056.1	3,083.2	3,079.7	3,109.6	3,118.0
	Unemployment	155.3	164.1	162.8	158.1	161.1	196.4	215.1	214.7	229.2	253.7	277.3	308.2	208.0
	Unemployment Rate ⊥	4.7	4.7	4.9	5.3	5.4	5.1	5.6	6.3	6.9	8.0	8.8	10.0	6.2

⊥ Seasonally adjusted

SOURCE: "Florida Employment Statistics"
Department of Commerce, May 1975.

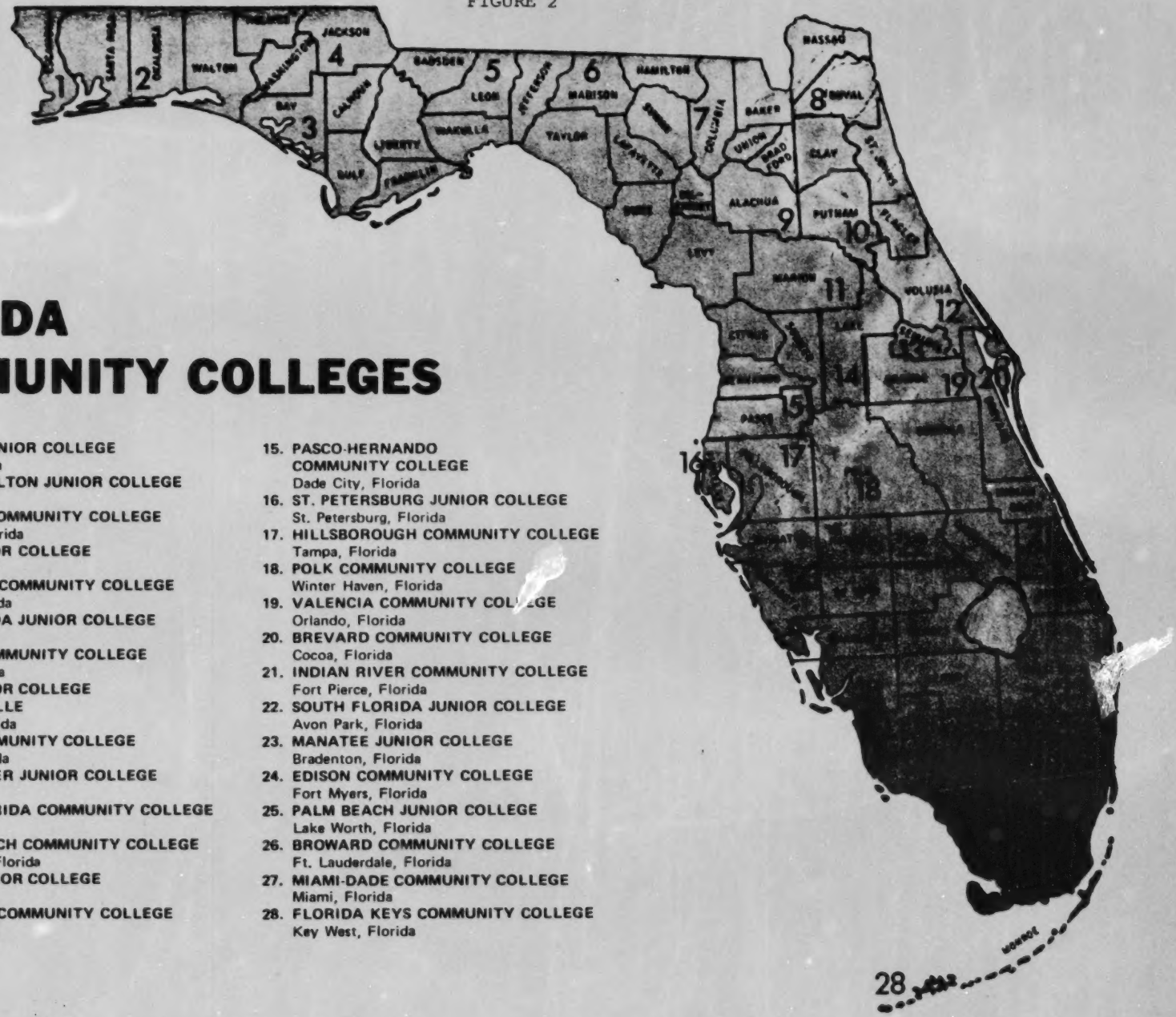
TABLE 7
OVER-THE-YEAR PERCENTAGE CHANGES
BY MAJOR INDUSTRY DIVISION

	1/1974 to 1/1975	2/1974 to 2/1975	3/1974 to 3/1975	4/1974 to 4/1975	5/1974 to 5/1975	6/1974 to 6/1975
Total All Industries	- 2.4	- 3.3	- 4.0	- 4.6	- 4.8	- 5.7
Manufacturing	- 5.2	- 7.0	- 8.7	- 8.5	- 8.5	- 9.3
Mining	+11.2	+11.1	+11.0	+12.9	+10.8	+ 6.8
Contract Construction	-23.3	-24.4	-26.4	-29.6	-28.8	-32.6
Transportation, Communication, Electric, Gas, and Sanitary Services	+ 1.9	- 2.1	- 2.4	- 2.1	- 1.6	- 2.9
Trade	- 5.1	- 5.0	- 4.9	- 5.4	- 6.2	- 6.0
Finance, Insurance, and Real Estate	- 4.0	- 5.0	- 5.8	- 5.4	- 5.1	- 5.6
Services and Miscellaneous	+ 3.8	+ 3.9	+ 2.6	+ 1.9	+ 0.6	- .03
Government	+ 7.2	+ 5.8	+ 5.9	+ 4.7	+ 5.1	+ 3.6

SOURCE: "Florida Employment Statistics"
Department of Commerce, August 1975.

FIGURE 2

FLORIDA COMMUNITY COLLEGES



1. **PENSACOLA JUNIOR COLLEGE**
   Pensacola, Florida
2. **OKALOOSA-WALTON JUNIOR COLLEGE**
   Niceville, Florida
3. **GULF COAST COMMUNITY COLLEGE**
   Panama City, Florida
4. **CHIPOLA JUNIOR COLLEGE**
   Marianna, Florida
5. **TALLAHASSEE COMMUNITY COLLEGE**
   Tallahassee, Florida
6. **NORTH FLORIDA JUNIOR COLLEGE**
   Madison, Florida
7. **LAKE CITY COMMUNITY COLLEGE**
   Lake City, Florida
8. **FLORIDA JUNIOR COLLEGE AT JACKSONVILLE**
   Jacksonville, Florida
9. **SANTA FE COMMUNITY COLLEGE**
   Gainesville, Florida
10. **ST. JOHNS RIVER JUNIOR COLLEGE**
    Palatka, Florida
11. **CENTRAL FLORIDA COMMUNITY COLLEGE**
    Ocala, Florida
12. **DAYTONA BEACH COMMUNITY COLLEGE**
    Daytona Beach, Florida
13. **SEMINOLE JUNIOR COLLEGE**
    Sanford, Florida
14. **LAKE-SUMTER COMMUNITY COLLEGE**
    Leesburg, Florida
15. **PASCO-HERNANDO COMMUNITY COLLEGE**
    Dade City, Florida
16. **ST. PETERSBURG JUNIOR COLLEGE**
    St. Petersburg, Florida
17. **HILLSBOROUGH COMMUNITY COLLEGE**
    Tampa, Florida
18. **POLK COMMUNITY COLLEGE**
    Winter Haven, Florida
19. **VALENCIA COMMUNITY COLLEGE**
    Orlando, Florida
20. **BREVARD COMMUNITY COLLEGE**
    Cocoa, Florida
21. **INDIAN RIVER COMMUNITY COLLEGE**
    Fort Pierce, Florida
22. **SOUTH FLORIDA JUNIOR COLLEGE**
    Avon Park, Florida
23. **MANATEE JUNIOR COLLEGE**
    Bradenton, Florida
24. **EDISON COMMUNITY COLLEGE**
    Fort Myers, Florida
25. **PALM BEACH JUNIOR COLLEGE**
    Lake Worth, Florida
26. **BROWARD COMMUNITY COLLEGE**
    Ft. Lauderdale, Florida
27. **MIAMI-DADE COMMUNITY COLLEGE**
    Miami, Florida
28. **FLORIDA KEYS COMMUNITY COLLEGE**
    Key West, Florida

TABLE 8

OCCUPATIONAL PROGRAMS OFFERED
AT THE COMMUNITY COLLEGE LEVEL
1973-74

Symbols: d = Degree, c = Certificate, b = Degree & Certificate	Occupational Programs					
	Agriculture	Distributive	Health	Home Economics	Office	Trade & Industrial
Public Colleges:						
*Brevard		1d	2d,1c	1c	2d,2c	7d,9c,2b
Broward	3d**	6d,1c,2b	6d,2b	2c	2c,4b	6d,2c,1b
*Central Fla.	1c,1b		2d	1b	1d,2b	3d,9c,3b
*Chipola	1d		1d,1c		3d	3d,9c,1b
*Daytona Beach	1c	2d,1c	2d,2c	1c	3d,1c	4d,10c,3b
Edison		2d,1c,1b	1d		2c,3b	2d,3c,1b
*Fla. J.C. @ Jax.		5d,2b	3d,6c,1b	1d,1b	1d,1c,3b	2d,15c,4b
*Fla. Keys		1d,2c	1d,1c,1b		1d,1c,2b	2d,3c,3b
Gulf Coast		1d,3c,1b	1d	2b	1c,2b	4d,1c,4b
Hillsborough	1d	2d	3d,1c,1b	-	2d,1c,2b	4d,3c,2b
*Indian River	5c,1b	4c	1d,3c	3c	2c	1d,8c,4b
*Lake City	1c,2b	1c,1b	1d		1d,1c,2b	8c,1b
Lake Sumter		2c	1d		2d	5d,1c
Manatee		1d,2b	2d		2d,1b	5d,2c,2b
Miami-Dade	1d	5d	9d,2c	2d	5d	14d,1b
*North Fla.	1c	1c	1d,2c		2c	1d,4c
*Okaloosa-Walton		1c		1c,2b	1d,1c,2b	4d,1c,4b
Palm Beach		3d,2b	7d,4c	3d,1b	2d,2b	11d,4b
Pasco-Hernando	1d	1d,1b			3d	2d,2b
Pensacola		1d,1c	4d,6c,1b		3b	2d,10b
Polk	3d	1d,1c,1b	1d		1d,3b	6d,1b
St. Johns River		2d,1c			2d,2c,1b	1d,3b
St. Petersburg	1d	4d	10d	1c,1b	4d,1b	4d,1c,3b
*Santa Fe	2d		3d,5c,1b	1d	4d,1b	6d,6c,6b
*Seminole	1d,1c	1d,1c	1c	4c	2d,1c	4d,8c,1b
*South Fla.	1d,1c			2c	2d,1c	6c,1b
Tallahassee			2d,1c		1c,1c,1b	2d
Valencia	1d	3d	3d	1d	2d,1c	7d,1b

*Community Colleges with a department designated as an area vocational educational school.

**NOTE: The number in front of each lower case letter, (i.e., d,c, and b) represents the number of different programs.

SOURCE: 1973-74 report for Public Community Colleges, Table 12, p. 49-55.

FIGURE 3

COMPARISON OF COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS AS A PERCENT OF TOTAL OCCUPATIONAL ENROLLMENT (1972-73 vs 1973-74)

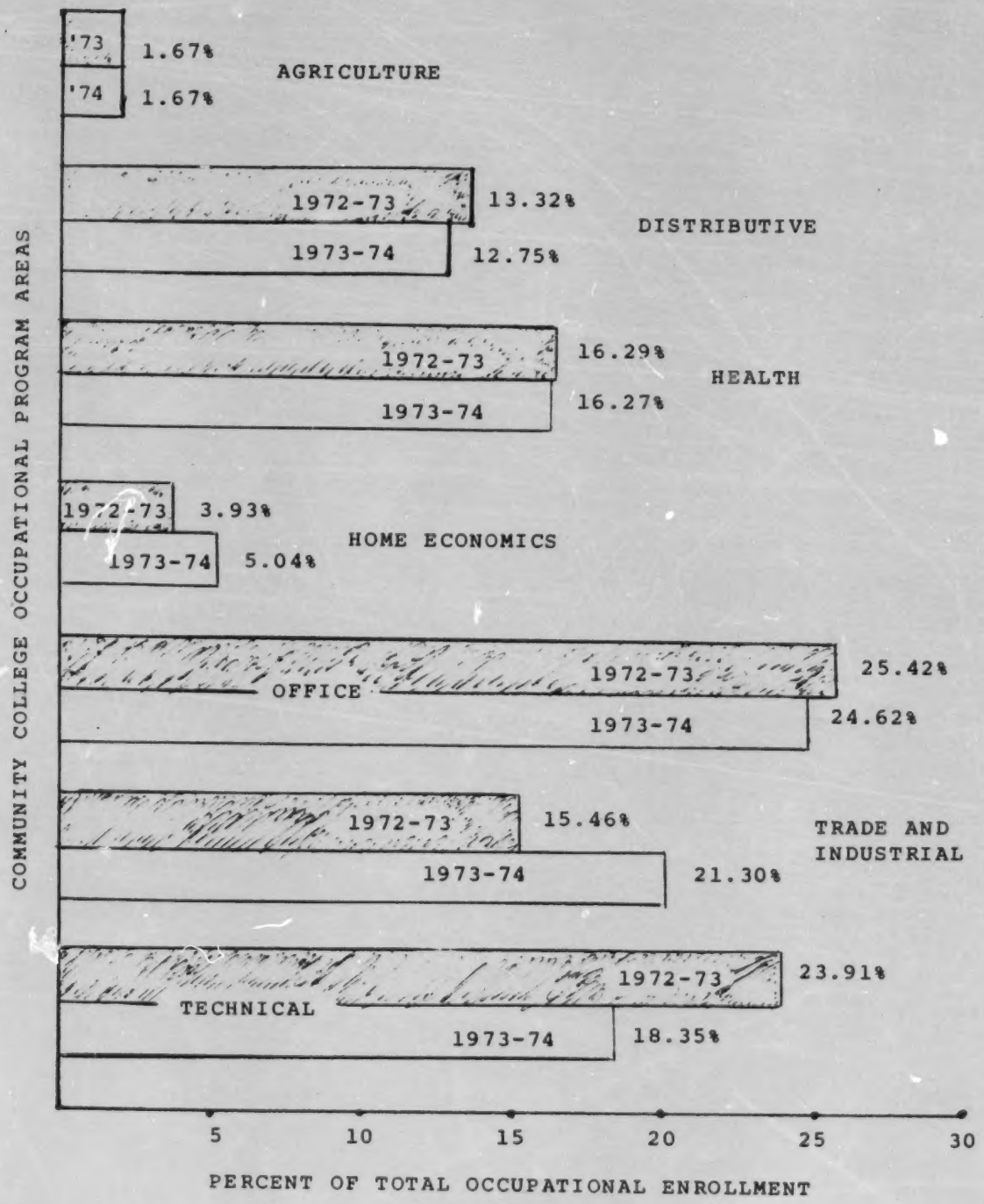


TABLE 9

OCCUPATIONAL PROGRAMS AS A PERCENT OF TOTAL COMMUNITY COLLEGE
FTE MEMBERSHIP 1972-73 vs. 1973-74

Occupational Programs	1972-73 FTE Membership	1972-73 % of Total CC FTE Membership	1972-73 % of Occupational FTE Membership	1973-74 FTE Membership	1973-74 % of Total CC FTE Membership	1973-74 % of Occupational FTE Membership
Agriculture	511.4	.44	1.67	675.0	.50	1.67
Distributive	4,085.9	3.52	13.32	5,156.0	3.84	12.75
Health	4,995.4	4.30	16.29	6,578.0	4.90	16.27
Home Economics	1,206.1	1.04	3.93	2,036.0	1.52	5.04
Office	7,795.2	6.71	25.42	9,956.0	7.42	24.62
Trade and Industrial	4,741.7	4.08	15.46	8,613.0	6.42	21.30
Technical	7,331.0	6.31	23.91	7,422.0	5.53	18.35
TOTALS	30,666.7	26.40%	100.0%	40,436.0	30.13%	100.0%
State Total All Programs	116,163.4			134,148.0		

SOURCE: Form CA-3, Division of Community Colleges

TABLE 10

COMMUNITY COLLEGES
CHANGES IN STATE COST FOR OPERATIONS
PER FTE FROM 1974-75 to 1975-76

Categories	1974-75 Estimated		1975-76 Appropriations		% Increase over 1974-75	
	No. FTE	Amount Per FTE	No. FTE	Amount Per FTE	No. FTE	Amount Per FTE
Advanced, Occupational, Developmental	142,676	$955.65	154,754	$974.39	8.47%	1.96%
Community Instructional Services	4,738	955.65	3,281	622.68	(30.75%)	(34.84%)
TOTAL	147,414	$955.65	158,035	$967.09	7.20%	1.20%

SOURCE: Fiscal Analysis in Brief, Senate Committee on Ways and Means, June 1975.

TABLE 11

COMMUNITY COLLEGE FULL COST SUMMARY REPORT, 1973-74

SOURCE: 1973-74 Report for Public Community Colleges

College	Advanced and Professional	Occupational	Developmental	Community Instructional Service	Total
Brevard	$1,144.20	$1,276.50	$1,157.40	$ 978.60	$1,191.90
Broward	1,256.40	1,350.00	1,344.00	883.80	1,289.70
Central Florida	1,036.20	1,058.70	700.50	686.10	1,014.90
Chipola	1,425.90	1,371.60	1,532.10	938.70	1,401.60
Daytona Beach	1,130.70	1,371.30	963.30	922.50	1,175.10
Edison	1,258.20	1,294.50	1,042.80	1,001.70	1,255.20
Florida JC @ Jax.	964.80	1,101.00	923.10	886.50	993.90
Florida Keys	1,599.30	1,923.60	1,917.60		1,689.00
Gulf Coast	1,075.80	1,128.60		955.50	1,089.45
Hillsborough	1,162.80	1,386.00	1,072.80	1,943.40	1,237.80
Indian River	1,029.00	1,190.10	1,011.00	1,022.70	1,085.10
Lake City	1,271.70	1,406.10	1,260.60		1,339.20
Lake-Sumter	1,427.10	1,535.40	1,254.30	1,897.20	1,461.60
Manatee	1,285.50	1,436.10	1,154.70	1,253.40	1,332.30
Miami-Dade	1,160.10	1,527.90	1,210.50	1,159.50	1,253.10
North Florida	1,718.40	1,481.70	1,579.50		1,653.00
Okaloosa-Walton	1,114.80	1,149.90	1,235.70	1,44.50	1,146.30
Palm Beach	1,331.40	1,671.90	1,776.60		1,441.20
Pasco-Hernando	1,487.10	1,545.60	1,606.50	1,240.20	1,495.80
Pensacola	1,100.40	1,151.10	1,025.70	1,163.70	1,099.20
Polk	1,272.90	1,329.00		1,032.00	1,290.90
St. Johns River	1,604.10	1,602.00		1,341.00	1,601.70
St. Petersburg	1,333.50	1,463.10	1,763.40	990.30	1,374.30
Santa Fe	1,209.60	1,611.00	2,559.60	1,366.80	1,345.50
Seminole	1,013.10	1,182.60	897.30	972.90	1,035.60
South Florida	1,431.30	1,396.20	1,317.60	2,220.00	1,413.00
Tallahassee	1,196.70	1,412.70	1,253.40		1,248.00
Valencia	1,166.40	1,535.70	1,171.80	1,476.90	1,262.40
SYSTEM-WIDE AVERAGE	$1,186.23	$1,357.53	$1,065.06	$1,055.16	$1,224.18

SOURCE: 1973-74 Report for Public Community Colleges

TABLE 12

COMMUNITY COLLEGES
Occupational Programs

COST ANALYSIS - DIRECT COST REPORT 1973-74

Expenditures/Full-time Equivalent Enrollments

College	FTE	Personnel Costs			Services	Depreciation	Direct Costs
		Instructional	Other Professional	Support			
Brevard	2,619	$ 525.05	$ 30.51	$ 20.17	$ 56.48	$ 61.14	$ 693.35
Broward	2,548	413.12	190.67	33.98	28.67	49.64	716.08
Central Florida	1,060	389.81	115.04	23.15	32.50	40.99	601.49
Chipola	462	567.09	29.18	2.43	100.29	33.46	732.44
Daytona Beach	1,842	670.44	59.12	64.53	72.52	50.44	917.05
Edison	469	430.34		4.71	55.18	34.54	524.77
Florida JC @ Jax	4,973	422.88	47.00	25.15	60.51	41.22	596.76
Florida Keys	209	519.95	60.80		153.24	121.68	855.67
Gulf Coast	654	444.09	16.46	21.79	88.98	65.37	636.69
Hillsborough	1,807	509.48	43.50	27.05	19.85		599.88
Indian River	1,243	425.63	21.95		94.37	39.34	581.29
Lake City	1,146	522.61	16.06	36.89	121.47	68.50	765.53
Lake-Sumter	102	580.74	39.51	12.64	30.87	66.60	730.36
Manatee	893	480.68	68.58	69.20	99.82	59.84	778.12
Miami-Dade	7,186	469.79	140.19	20.23	62.56	32.09	724.86
North Florida	232	432.34		10.35	87.37	47.41	577.47
Okaloosa-Walton	926	444.11	.67	.86	55.15	44.44	545.23
Palm Beach	1,384	839.45	54.81	43.44	72.54	51.70	1,061.94
Pasco-Hernando	188	300.46	6.01	64.54	109.39	110.96	591.36
Pensacola	1,962	469.10	28.11	24.37	100.74	36.03	658.35
Polk	1,227	580.74	50.79	28.30	33.42	63.80	757.05
St. Johns River	174	615.78	135.59	44.69	145.57	82.40	1,024.03
St. Petersburg	2,533	656.12	57.31	51.72	64.07	26.92	856.14
Santa Fe	1,656	646.34	69.31	71.45	65.42	106.58	959.10
Seminole	1,067	548.56	42.00	41.66	111.57	38.89	782.68
South Florida	320	457.80			100.36	93.88	652.04
Tallahassee	465	559.75	3.19	39.67	32.55	49.50	684.66
Valencia	1,088	711.90	51.69	29.91	62.17	63.54	919.21
SYSTEM AVERAGE	40,435	$ 517.46	$ 70.37	$ 30.56	$ 65.47	$ 46.06	$ 729.92

TABLE 13

COMPARISON OF COST PER FTE IN COMMUNITY COLLEGE OCCUPATIONAL AREAS (1972-73 vs. 1973-74)

Program Area	Average Cost Per FTE FY 1973*	FY 1974*	Marginal Cost Per FTE 1973-74**
Agriculture	$ 1,360.20	$ 1,515.82	$ 2,002.28
Distributive	1,116.30	1,112.57	1,098.33
Health	1,841.20	1,723.24	1,350.90
Home Economics	1,394.40	1,182.12	873.61
Office	1,219.90	1,224.40	1,240.63
Trade & Industrial	1,431.60	1,304.67	1,149.20
Technical	1,482.40	1,477.04	1,045.24
TOTAL OCCUPATIONAL	$ 1,412.00	$ 1,357.53	$ 1,186.54
COLLEGE TOTALS ALL PROGRAMS	$ 1,227.40	$ 1,224.18	$ 1,203.38

* SOURCE: Division of Community Colleges Full Cost Summary Report Form CA3

** This column represents the cost attributable on a per FTE basis to the change in occupational enrollment from FY 1973 to FY 1974; i.e., it is the increased or decreased cost associated with increased enrollments.

FLA. COMMUNITY COLLEGES

TABLE 14
INSTRUCTIONAL FTE BY DISCIPLINE - 1973-74

SOURCE: PA-1
42174

College	Agricul-ture	Distribu-tive	Health	Home Econ.	Office	Trade & Ind.	Technical	TOTAL
Brevard	0.00	12.27	4.66	15.09	29.03	67.59	22.08	150.72
Broward	0.00	0.00	38.50	0.00	13.40	0.00	10.00	61.90
Central Fla.	2.40	2.10	9.60	3.20	5.00	19.70	8.00	50.00
Chipola	1.67	1.23	3.86	0.10	2.27	17.82	1.74	28.69
Dayton Bch.	1.00	8.50	26.77	2.20	12.00	32.20	13.75	96.42
Edison	0.10	9.56	7.14	0.33	3.57	0.00	6.55	27.25
Fla JC @ Jax	0.00	25.80	37.90	35.10	50.00	0.00	53.30	202.10
Florida Keys	0.00	0.58	3.00	0.00	2.08	0.30	4.83	10.79
Gulf Coast	0.00	5.94	11.11	0.70	10.31	10.89	0.00	38.95
Hillsborough	0.00	5.80	16.30	0.00	22.00	0.50	16.60	61.20
Indian River	1.86	9.91	6.43	8.34	14.02	9.04	8.70	58.30
Lake City	10.21	5.28	1.68	1.14	7.42	21.14	2.61	49.48
Lake-Sumter	0.00	1.17	0.00	0.00	3.53	0.00	2.80	7.50
Manatee	0.00	5.05	13.00	0.50	6.03	6.55	14.50	45.63
Miami-Dade	0.00	1.67	77.66	5.50	23.50	0.00	111.01	219.34
North Fla.	0.67	0.58	2.51	0.15	0.67	5.33	0.00	9.91
Okal.-Walton	0.00	2.27	0.18	3.89	11.12	15.21	13.51	46.18
Palm Beach	0.16	14.93	39.35	3.55	5.34	2.23	31.76	97.32
Pasco-Hern.	0.30	5.90	4.00	0.50	4.20	5.60	9.20	29.70
Pensacola	0.00	5.12	58.25	0.06	59.08	98.39	9.29	230.19
Polk	1.36	4.09	20.05	0.00	15.39	0.00	21.57	62.46
St. Johns Riv	0.00	1.90	0.00	0.00	2.80	0.00	4.50	9.20
St. Petersburg	1.30	15.45	23.67	0.43	55.07	23.28	0.00	119.20
Santa Fe	1.25	6.00	28.00	3.25	19.00	15.00	13.25	85.75
Seminole	1.20	4.74	4.65	4.98	8.10	13.37	14.84	51.88
South Fla.	2.28	0.75	0.54	1.21	2.38	6.04	1.65	14.85
Tallahassee	0.00	0.95	7.00	0.19	4.35	0.00	6.42	18.91
Valencia	1.00	2.00	0.00	2.00	5.00	3.80	9.00	22.80
STATEWIDE	26.76	159.54	445.81	92.41	396.66	373.98	411.46	1906.62

FLA. COMMUNITY COLLEGES

TABLE 15
SUPPORT FTE BY DISCIPLINE - 1973-74

SOURCE: PA-1 42174

College	Agricul-ture	Distribu-tive	Health	Home Econ.	Office	Trade & Ind.	Technical	TOTAL
Brevard	0.00	1.36	0.25	1.25	1.89	3.00	0.89	8.64
Broward	0.00	0.00	4.00	0.00	0.00	0.00	2.00	6.00
Central Fla.	0.38	0.00	1.24	0.19	0.06	2.53	1.00	5.40
Chipola	0.00	0.00	0.00	0.00	0.09	0.84	0.00	0.93
Daytona Bch.	0.48	0.98	3.58	0.00	1.09	3.03	3.00	12.16
Edison	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fla JC @ Jax	0.00	1.00	3.00	6.50	1.00	5.00	0.50	17.00
Florida Keys	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Gulf Coast	0.00	0.68	0.30	0.10	0.38	0.50	0.00	1.96
Hillsborough	0.00	0.30	1.20	0.00	1.80	1.60	1.10	6.00
Indian River	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lake City	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lake-Sumter	0.00	0.05	0.00	0.00	0.08	0.00	0.21	0.34
Manatee	0.00	1.00	2.00	0.00	0.00	2.00	1.50	6.50
Miami-Dade	0.00	3.00	4.56	0.00	10.00	0.00	15.42	32.98
North Fla.	0.15	0.15	0.15	0.00	0.15	0.15	0.00	0.75
Okal.-Walton	0.00	0.00	0.00	0.00	1.00	0.00	0.00	1.00
Palm Beach	0.00	0.46	5.20	0.06	0.11	0.00	1.42	7.25
Pasco-Hern.	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00
Pensacola	0.00	0.20	0.00	0.00	0.80	2.50	0.50	4.00
Polk	0.02	0.53	2.00	0.00	2.27	0.00	0.48	5.30
St. Johns Riv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
St. Petersburg	0.12	1.31	6.26	[illegible]04	4.10	6.75	0.00	18.58
Santa Fe	0.50	0.00	11.25	[illegible]00	6.00	2.00	2.00	21.75
Seminole	0.00	0.50	0.00	0.50	0.00	1.00	0.00	2.00
South Florida	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.50
Tallahassee	0.00	0.23	1.43	0.06	1.54	0.00	1.48	4.74
Valencia	0.20	0.34	0.00	1.00	0.40	0.60	1.20	3.74
STATEWIDE	1.85	13.09	46.42	9.70	32.76	32.00	32.70	168.52

FLA. COMMUNITY COLLEGE

TABLE 16
ADMINISTRATIVE FTE BY DISCIPLINE - 1973-74

SOURCE: PA-1
42174

College	Agricul-ture	Distribu-tive	Health	Home Econ.	Office	Trade & Ind.	Technical	TOTAL
Brevard	0.00	0.68	0.12	0.62	0.94	1.50	0.44	4.30
Broward	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Central Fla.	0.30	0.10	4.94	0.20	0.20	2.19	0.41	8.34
Chipola	0.00	0.00	0.00	0.00	0.10	1.00	0.00	1.10
Daytona Bch.	0.10	0.78	1.01	0.00	1.10	2.10	0.84	5.93
Edison	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fla JC @ Jax	0.00	1.00	2.00	2.00	1.00	4.00	1.00	11.00
Florida Keys	0.00	0.00	1.00	0.00	0.00	0.00	0.00	1.00
Gulf Coast	0.00	0.30	0.60	0.00	0.50	0.20	0.00	1.60
Hillsborough	0.00	0.20	2.20	0.00	0.30	0.40	1.20	4.30
Indian River	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lake City	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lake-Sumter	0.00	0.10	0.00	0.00	0.15	0.00	0.05	0.30
Manatee	0.00	1.00	1.00	0.00	0.20	0.00	2.05	4.25
Miami-Dade	0.00	4.41	9.38	0.36	1.42	0.00	9.54	25.11
North Florida	0.30	0.30	0.30	0.00	0.30	0.30	0.00	1.50
Okal-Walton	0.00	0.14	0.01	0.11	0.69	0.58	0.66	2.19
Palm Beach	0.00	0.17	2.09	0.03	0.04	0.00	1.17	3.50
Pasco-Hern.	0.14	0.16	0.14	0.14	0.14	0.14	0.14	1.00
Pensacola	0.00	0.40	1.40	0.00	0.90	1.60	0.40	4.70
Polk	0.03	0.12	1.69	0.00	0.62	0.00	0.55	3.01
St. Johns Riv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
St. Petersburg	0.37	0.61	1.75	0.01	1.55	2.72	0.00	7.01
Santa Fe	0.75	0.00	2.00	0.00	1.25	0.75	2.00	6.75
Seminole	0.00	0.15	0.00	0.00	0.40	1.78	0.10	2.43
South Florida	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tallahassee	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Valencia	0.20	0.17	0.00	0.50	0.17	0.37	1.20	2.61
STATEWIDE	2.19	10.79	31.63	3.97	11.97	19.63	21.75	101.93

FLA. COMMUNITY COLLEGES

TABLE 17
ANNUAL FTE BY PROGRAM

SOURCE: FA-4
2345 9/08/75

College	Total Adv.& Prof	Total Occupat.	Developmental Compensat.	Developmental Adult	Developmental Total	Community Instructional Serv. Citiz.	Community Instructional Serv. Avoc.	Community Instructional Serv. Total	College Total
Brevard	3,900.5	3,150.7	362.8		362.8	213.0	5.1	218.1	7,632.1
Broward	5,642.0	2,543.3	504.3		504.3	52.4		52.4	8,742.0
Central FL	1,350.4	1,013.4		73.7	73.7	194.8		194.8	2,632.3
Chipola	923.6	573.9	26.7		26.7	5.3	3.0	8.3	1,532.5
Dayt. Bch.	2,104.5	2,246.9	113.0	951.7	1,064.7	473.1	6	473.7	5,889.8
Edison	1,750.9	516.7	37.2		37.2	25.0	28.7	53.7	2,358.5
FJC at Jax.	7,089.2	6,720.1		3,726.5	3,726.5	996.4	79.1	1,075.5	18,611.3
Fla. Keys	662.5	251.2	2.8		2.8				916.5
Gulf Coast	1,616.8	750.1			486.5	24.6	32.9	57.5	2,424.4
Hlsborough	5,175.8	2,531.4	486.5		332.1	42.2	87.0	129.2	8,322.9
Indian Riv	1,540.6	2,090.5	119.7	212.4	332.1	469.7		469.7	4,432.9
Lake City	1,250.9	1,169.0	15.9	33.8	49.7		5	5	2,470.1
Lk. Sumter	830.5	136.0	42.7		42.7	6.7	17.2	23.9	1,033.1
Manatee	1,916.7	1,041.2	88.6		88.6	66.2	12.7	78.9	3,125.4
Miami-Dade	23,476.8	7,709.6	1,143.8	54.0	1,197.8	271.0	574.8	845.8	33,230.0
North Fla.	661.4	248.8		56.1	56.1		2.4	2.4	968.7
Okal-Walt	1,438.9	1,044.7	160.3	205.9	366.2	1.9	194.9	196.8	3,046.6
Palm Beach	3,505.4	1,352.7	110.5		110.5	1.3		1.3	4,969.9
Pasco-Hern	837.9	393.5	8.1		8.1	53.2	49.8	103.0	1,342.5
Pensacola	4,724.1	3,156.1	234.0	1,608.0	1,842.0	15.5	42.9	58.4	9,780.6
Polk	1,887.0	1,451.7				18.5	46.5	65.0	3,403.7
St. Johns	660.8	211.4	16.1		16.1		2.3	2.3	890.6
St. Peters	5,986.7	2,840.7	216.8		216.8	233.9	24.3	258.2	9,302.4
Santa Fe	4,538.7	2,234.4	71.4	182.2	253.6	227.5	82.2	309.7	7,336.4
Seminole	2,248.0	1,397.6	40.4	816.6	857.0	172.5	10.0	182.5	4,685.1
South Fla.	297.6	369.4	13.9	52.4	66.3	11.7		11.7	745.0
Tallahassee	1,677.8	456.1	60.1		60.1		1.1	1.1	2,195.1
Valencia	4,065.6	1,076.4	311.7		311.7	76.9	5.4	82.3	5,536.0
SYSTEM TOTAL	91,761.6	48,677.5	4,187.3	7,973.3	12,160.6	3,653.3	1,303.4	4,956.7	157,556.4

TABLE 18
FTE ENROLLMENT IN OCCUPATIONAL PROGRAMS
BY COMMUNITY COLLEGE (4-year Comparison)

Florida Community College	Enrollment				Percent Change
	1971-72	1972-73	1973-74	1974-75	1971-74
Brevard	1,824	2,144	2,619	3,151	72.8%
Broward	1,721	2,215	2,548	2,543	47.8%
Central Florida	685	629	1,060	1,013	47.9%
Chipola	359	378	462	574	59.9%
Daytona Beach	1,400	1,497	1,842	2,247	60.5%
Edison	394	348	469	517	31.2%
Fla. JC @ Jax.	2,634	3,164	4,973	6,720	155.1%
Florida Keys	221	138	209	251	13.6%
Gulf Coast	405	504	654	750	85.2%
Hillsborough	1,644	1,447	1,807	2,531	54.0%
Indian River	690	600	1,243	2,091	203.0%
Lake City	804	841	1,146	1,169	45.4%
Lake-Sumter	163	105	102	136	(16.6%)
Manatee	695	730	893	1,041	49.8%
Miami-Dade	6,853	5,931	7,186	7,710	12.5%
North Florida	231	162	232	249	7.8%
Okal.-Walton	757	778	926	1,045	38.0%
Palm Beach	1,367	1,191	1,384	1,353	(1.0%)
Pasco-Hern.	- -	147	188	394	*
Pensacola	1,883	1,328	1,962	3,156	67.6%
Polk	698	697	1,227	1,452	108.0%
St. Johns Riv	344	176	174	211	(38.7%)
St. Petersburg	2,153	2,220	2,533	2,841	32.0%
Santa Fe	974	1,236	1,656	2,234	129.4%
Seminole	521	636	1,067	1,398	58.3%
South Fla.	222	257	320	369	66.2%
Tallahassee	276	372	465	456	65.2%
Valencia	485	797	1,088	1,076	121.9%
TOTALS	30,403	30,667	40,435	48,678	60.1%

* Established in 1972-73.

SOURCE: Report for Public Community Colleges per year, FA-4.

FIGURE 4

VOCATIONAL UNWEIGHTED FTE ENROLLMENT BY CATEGORY
(1973-74 Enrollments vs. 1974-75)

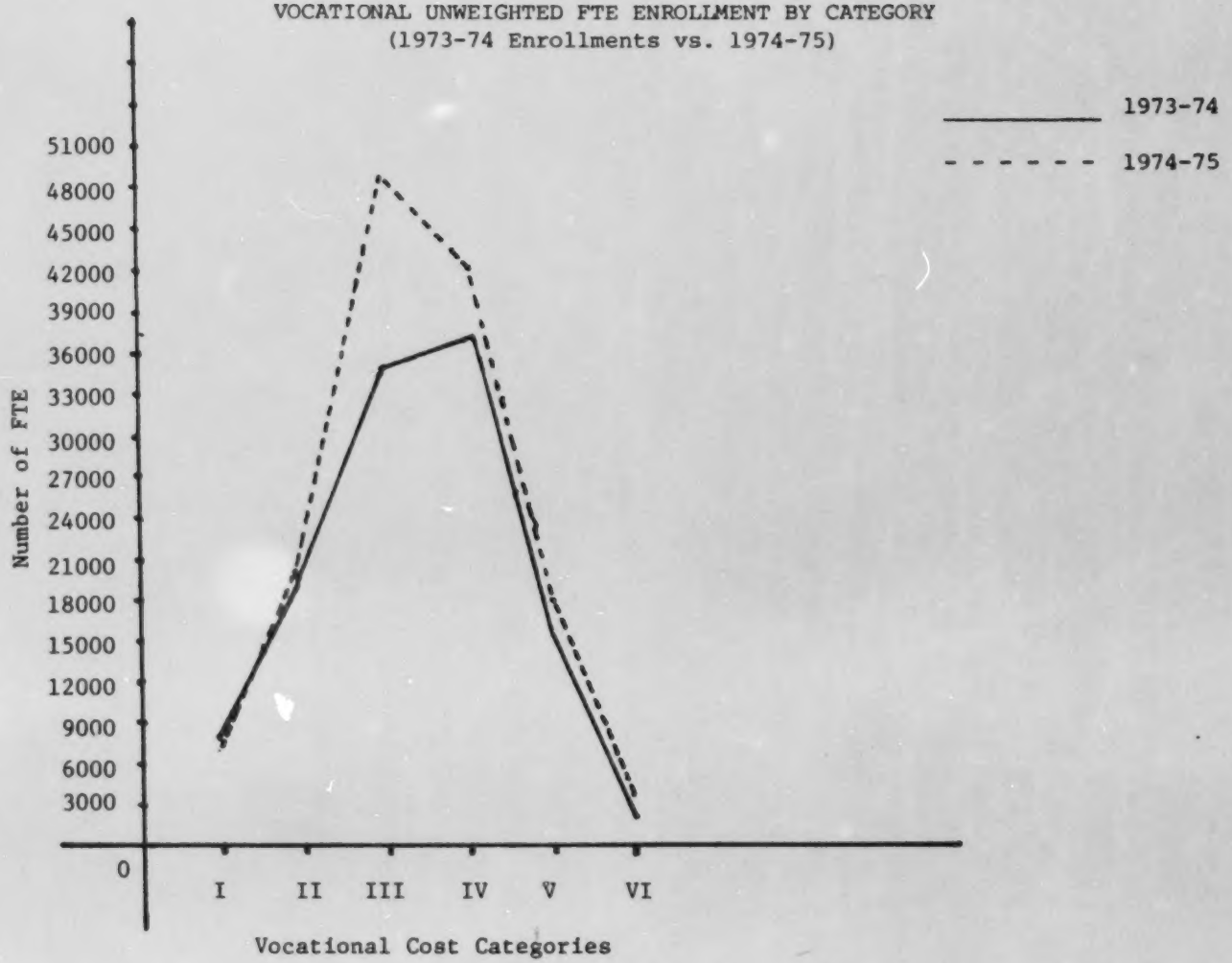


TABLE 19
COMPARISON OF EXPENDITURES PER STUDENT
FLORIDA vs. SELECTED STATES AND U.S. TOTALS
(1970-1974)

States	1970-71	1971-72	1972-73	1973-74	% Change 1970-74
Alabama	$235.00	$228.03	$203.58	$184.03	(21.69%)
California	197.66	210.51	224.93	206.33	4.39%
Florida	163.34	156.17	181.85	156.95	(3.91%)
Georgia	169.93	171.01	139.58	146.49	(13.79%)
Illinois	149.03	137.05	192.29	193.08	29.56%
New York	356.17	357.26	394.99	462.45	29.84%
Texas	175.00	201.02	211.88	222.24	26.99%
Virginia	130.67	133.73	136.63	144.29	10.42%
U.S. TOTALS	$228.79	$229.02	$250.82	$253.31	10.72%

TABLE 20
TOTAL VOCATIONAL ENROLLMENTS AND
EXPENDITURES IN FLORIDA:
FY 1970-71 to 1973-74

FY	Florida Total Vocational Enrollment	Florida* Total Vocational Expenditures	Expenditures Per Student
1970-71	461,359	$ 75,390,000	$ 163.34
1971-72	604,878	94,466,988	156.17
1972-73	709,006	128,935,304	181.85
1973-74	938,019	147,218,784	156.95

* Federal, State and local sources.

SOURCE: Vocational and Technical Education Selected Statistical Tables, U. S. Department of Health, Education and Welfare.

TABLE 21

COMPARISON OF CHANGE IN VOCATIONAL AND TECHNICAL EDUCATION ENROLLMENT AT SCHOOL DISTRICT LEVEL WITH CHANGE IN POPULATION

County	Total Vocational Unweighted F.T.E. 1973-74(2)	Total Vocational Unweighted F.T.E. 1974-75(2)	Percent Gain (Loss) in Vocational F.T.E. 73-74 vs. 74-75	Average Yearly(1) Percent Change in Population 1973-74
Alachua	1,900.00	1,946.77	2.46	4.2*
Baker	247.29	260.90	5.50	8.8*
Bay	1,199.06	1,750.67	46.00	6.9
Bradford	624.25	649.02	5.57	3.5
Brevard	3,247.50	3,468.12	6.79	1.7
Broward	11,165.60	13,553.58	21.39	7.6
Calhoun	163.35	144.82	(11.34)	2.9*
Charlotte	693.06	691.49	(.23)	10.5*
Citrus	747.27	885.90	18.55	10.8
Clay	741.37	956.19	28.98	10.4
Collier	774.82	1,063.80	37.30	14.0
Columbia	703.68	689.35	(2.04)	4.8*
Dade	16,533.23	21,268.52	28.64	2.9
De Soto	301.45	336.55	11.64	11.4
Dixie	198.93	932.99	61.35	10.7
Duval	8,567.11	9,703.60	13.27	2.1
Escambia	3,481.93	3,968.96	13.99	2.0
Flagler	167.22	155.93	(6.75)	12.6*
Franklin	183.87	112.74	(38.68)	3.4*
Gadsden	636.40	712.96	12.03	(.5)
Gilchrist	210.72	251.96	19.57	19.9*
Glades	66.56	82.58	24.07	11.0

TABLE 21 con't.

County	Total Vocational Unweighted F.T.E. 1973-74[2]	1974-75[2]	Percent Gain (Loss) in Vocational F.T.E. 73-74 vs. 74-75	Average Yearly[1] Percent Change in Population 1973-74
Gulf	216.36	281.50	30.11	2.4
Hamilton	287.56	370.15	28.72	1.9
Hardee	183.01	236.54	29.25	6.4
Hendry	192.73	218.16	13.19	4.2
Hernando	367.86	444.76	20.90	2.4
Highlands	524.38	576.90	10.02	6.4
Hillsborough	9,584.64	10,473.56	9.27	4.7
Holmes	149.39	173.37	16.05	4.0
Indian River	501.87	551.38	9.87	3.8
Jackson	526.72	582.42	10.57	6.1
Jefferson	167.30	254.38	52.05	2.0
Lafayette	50.00	79.14	58.28	5.1
Lake	1,309.55	1,775.05	35.55	5.6
Lee	1,562.24	2,387.61	52.83	10.1
Leon	1,813.47	2,433.30	34.18	5.7
Levy	351.75	343.32	(2.40)	6.6*
Liberty	136.51	135.35	(.85)	2.0*
Madison	128.48	198.61	54.58	1.4
Manatee	2,042.09	2,071.14	1.42	8.7*
Marion	2,217.18	2,333.09	5.23	11.0*
Martin	798.58	766.04	4.07	22.8*
Monroe	656.14	819.38	24.88	(5.0)
Nassau	468.01	570.26	21.85	15.4
Okaloosa	1,484.99	1,969.63	32.64	5.7
Okeechobee	252.98	267.74	5.83	10.7*
Orange	6,886.51	7,739.42	12.39	3.8
Osceola	527.28	639.79	21.28	5.1

TABLE 21 con't.

County	Total Vocational Unweighted F.T.E. 1973-74(2)	1974-75(2)	Percent Gain (Loss) in Vocational F.T.E. 73-74 vs. 74-75	Average Yearly(1) Percent Change in Population 1973-74
Palm Beach	5.167.28	6,090.05	17.86	7.3
Pasco	1,892.52	2,219.61	17.28	11.9
Pinellas	9,649.06	11,857.68	22.89	4.8
Polk	4,243.57	5,679.97	33.85	3.8
Putnam	830.23	886.76	6.81	4.5
St. Johns	884.30	1,037.53	17.33	5.4
St. Lucie	786.96	969.74	23.23	7.8
Santa Rosa	795.56	965.35	21.34	5.8
Sarasota	2,231.43	2,488.17	11.51	6.5
Seminole	1,461.46	2,202.70	50.72	8.3
Sumter	372.50	393.12	5.54	8.0*
Suwannee	523.28	576.99	10.26	6.5
Taylor	300.47	426.00	41.78	1.3
Union	244.07	174.44	(28.53)	7.7*
Volusia	1,812.13	2.138.43	18,00	6.4
Wakulla	207.57	297.19	43.18	16.1
Walton	239.72	303.64	26.66	3.6
Washington	675.50	860.01	27.33	8.9
TOTALS	118,259.86	141,244.55	19.44%	5.1%

SOURCE:
(1) Fla. Estimates of Population, Bureau of Economic & Business Research, January, 1975.
(2) Bureau of District School Finance and Business Management, Department of Education.
* Counties where population increase is greater than vocational enrollment increase.

TABLE 22

1974-75 DISTRICT UNWEIGHTED FTE ENROLLMENT BY COST CATEGORY

COUNTY	VOCATIONAL COST CATEGORIES I	II	III	IV	V	VI	TOTAL
Alachua	44.41	196.20	609.43	706.62	313.84	76.27	1,946.77
Baker	4.47	76.73	74.90	104.80	0.00	0.00	260.90
Bay	62.58	267.15	617.53	552.33	166.77	84.31	1,750.67
Bradford	64.94	113.05	229.34	105.25	125.86	20.58	659.02
Brevard	14.78	493.76	1,174.64	970.97	333.40	480.57	3,468.12
Broward	438.15	2,049.99	4,940.36	4,696.25	1,256.63	172.20	13,553.58
Calhoun	2.72	55.60	66.19	20.31	0.00	0.00	144.82
Charlotte	27.95	77.97	223.39	293.19	68.99	0.00	691.49
Citrus	25.61	150.79	296.94	293.40	48.65	70.51	885.90
Clay	38.51	25.48	452.42	348.70	91.08	0.00	956.19
Collier	23.65	373.32	376.98	171.68	91.55	26.62	1,063.80
Columbia	12.58	101.66	150.37	204.09	220.65	0.00	689.35
Dade	1,699.64	3,345.89	7,423.81	4,949.33	3,404.37	445.48	21,268.52
De Soto	5.87	60.38	86.33	108.98	74.99	0.00	336.55
Dixie	21.18	28.90	65.54	55.86	149.51	0.00	320.99
Duval	322.26	623.91	3,373.05	4,209.71	1,057.22	117.45	9,703.60
Escambia	72.11	967.33	859.55	1,625.41	190.70	253.86	3,968.96
Flagler	0.00	18.19	73.49	55.64	8.61	0.00	155.93
Franklin	1.18	95.66	11.08	4.82	0.00	0.00	112.74
Gadsden	1.00	73.99	310.67	325.43	1.87	0.00	712.96
Gilchrist	16.31	8.45	70.71	27.70	104.56	24.23	251.96
Glades	1.00	26.98	47.08	7.52	0.00	0.00	82.58
Gulf	28.14	89.77	77.59	38.38	47.62	0.00	281.50
Hamilton	84.81	39.62	83.50	46.68	83.46	32.08	370.15
Hardee	0.00	19.53	58.77	98.36	59.88	0.00	236.54
Hendry	3.23	88.88	48.97	53.55	23.53	0.00	218.16
Hernando	10.91	123.39	138.71	159.50	12.25	0.00	444.76

TABLE 22 con't.

VOCATIONAL COST CATEGORIES

COUNTY	I	II	III	IV	V	VI	TOTAL
Highlands	31.80	87.54	201.81	155.52	37.78	62.45	576.90
Hillsborough	498.12	1,171.46	3,922.18	3,333.66	1,548.14	0.00	10,473.56
Holmes	13.66	82.17	43.11	34.43	0.00	0.00	173.37
Indian River	81.42	37.90	206.85	120.45	104.76	0.00	551.38
Jackson	28.10	302.90	128.90	74.02	48.50	0.00	582.42
Jefferson	8.25	34.46	76.53	104.25	29.52	1.37	254.38
Lafayette	18.38	16.91	11.58	25.57	6.70	0.00	79.14
Lake	70.82	242.48	559.58	638.40	170.39	93.38	1,775.05
Lee	61.37	274.59	782.21	812.11	424.42	32.91	2,387.61
Leon	255.33	286.51	883.01	644.80	274.38	89.27	2,433.30
Levy	17.70	61.50	91.10	79.05	83.13	10.84	343.32
Liberty	0.00	52.38	47.75	35.22	0.00	0.00	135.35
Madison	4.34	9.29	76.73	108.25	0.00	0.00	198.61
Manatee	126.38	514.93	611.97	541.32	275.94	0.60	2,071.14
Marion	33.90	322.98	915.50	610.05	395.03	55.63	2,333.09
Martin	50.88	165.92	300.47	125.15	123.62	0.00	766.04
Monroe	40.45	153.50	229.97	236.53	110.93	48.00	819.38
Nassau	18.82	70.89	253.72	176.57	30.64	19.62	570.26
Okaloosa	80.78	98.85	609.85	747.37	179.19	253.59	1,969.63
Okeechobee	3.57	52.37	131.26	19.23	55.29	6.02	267.74
Orange	324.45	1,355.54	2,789.15	2,208.71	1,052.23	9.34	7,739.42
Osceola	3.56	23.05	219.60	228.61	125.17	39.50	639.49
Palm Beach	161.34	980.20	2,086.75	1,776.24	976.62	108.90	6,090.05
Pasco	39.59	278.73	690.63	893.75	308.39	8.52	2,219.61
Pinellas	964.54	1,593.57	4,646.46	3,134.54	1,387.49	131.08	11,857.68
Polk	295.99	532.80	1,985.02	1,401.62	997.41	467.13	5,679.97
Putnam	24.43	65.32	406.29	331.72	54.14	4.86	886.76
St. Johns	106.42	259.13	348.42	273.50	19.88	30.18	1,037.53
St. Lucie	0.00	54.42	205.19	542.52	167.61	0.00	969.74
Santa Rosa	3.47	209.54	306.83	273.73	122.19	49.59	965.35

TABLE 22 con't.

VOCATIONAL COST CATEGORIES

COUNTY	I	II	III	IV	V	VI	TOTAL
Sarasota	87.61	285.81	1,177.85	377.04	549.31	10.55	2,488.17
Seminole	122.41	324.94	550.85	877.99	251.33	75.18	2,202.70
Sumter	10.69	52.85	107.64	171.87	43.29	6.78	393.12
Suwannee	49.42	108.93	238.55	101.29	72.02	6.78	576.99
Taylor	93.46	119.98	109.12	47.19	4.44	51.81	426.00
Union	2.71	28.08	80.01	57.67	3.87	2.10	174.44
Volusia	71.67	255.33	387.67	1,033.77	389.99	0.00	2,138.43
Wakulla	50.04	39.92	111.91	66.36	28.96	0.00	[illegible]
Walton	8.44	57.71	156.03	41.55	36.01	3.90	[illegible].64
Washington	178.84	301.93	263.95	100.93	9.27	5.17	860.09
TOTAL	7,071.14	20,559.88	48,893.34	42,797.01	18,433.97	3,489.21	141,244.55

SOURCE: Bureau of Finance and Management Services

TABLE 23

VOCATIONAL AND TECHNICAL EDUCATION AS A PERCENT OF TOTAL DISTRICT UNWEIGHTED FTE ENROLLMENT (1973-74 vs. 1974-75)

District	1973-74	1974-75
Alachua	8.32%	8.47%
Baker	7.89%	6.92%
Bay	5.97%	8.15%
Bradford	15.14%	15.28%
Brevard	5.46%	5.95%
Broward	8.12%	9.53%
Calhoun	7.50%	6.88%
Charlotte	12.56%	12.49%
Citrus	10.87%	12.89%
Clay	5.94%	6.96%
Collier	6.38%	7.70%
Columbia	9.94%	9.56%
Dade	6.36%	7.50%
DeSoto	8.32%	9.33%
Dixie	11.42%	17.08%
Duval	7.81%	8.89%
Escambia	7.28%	8.18%
Flagler	12.42%	10.55%
Franklin	9.71%	6.00%
Gadsden	6.39%	7.28%
Gilchrist	15.09%	17.39%
Glades	6.74%	7.27%
Gulf	7.54%	8.97%
Hamilton	12.76%	15.24%
Hardee	4.17%	5.66%
Hendry	4.93%	6.18%
Hernando	6.30%	7.41%
Highlands	7.21%	7.81%
Hillsborough	8.38%	9.16%
Holmes	4.58%	5.43%
Indian River	5.30%	5.99%
Jackson	6.40%	7.18%
Jefferson	6.75%	10.85%
Lafayette	6.44%	9.43%
Lake	7.57%	10.50%
Lee	5.84%	8.74%
Leon	8.25%	10.78%
Levy	8.62%	8.46%
Liberty	13.56%	14.18%
Madison	3.62%	5.83%
Manatee	10.17%	9.54%
Marion	10.57%	10.71%
Martin	9.91%	9.84%
Monroe	6.46%	7.75%

TABLE 23 con't.

District	1973-74	1974-75
Nassau	6.66%	8.18%
Okaloosa	5.59%	7.44%
Okeechobee	6.20%	6.90%
Orange	7.97%	7.94%
Osceola	6.94%	8.44%
Palm Beach	7.16%	7.93%
Pasco	9.71%	10.57%
Pinellas	10.27%	12.25%
Polk	7.06%	9.33%
Putnam	7.75%	8.39%
St. Johns	11.31%	12.57%
St. Lucie	6.56%	8.04%
Santa Rosa	6.93%	8.01%
Sarasota	9.38%	9.37%
Seminole	5.11%	7.26%
Sumter	7.94%	8.53%
Suwannee	10.98%	11.70%
Taylor	7.89%	9.87%
Union	16.12%	10.38%
Volusia	5.27%	6.12%
Wakulla	9.52%	13.39%
Walton	6.16%	7.46%
Washington	18.34%	20.94%
TOTALS	7.57%	8.78%

SOURCE: Knott Data Center (No file number given)

TABLE 24
VOCATIONAL EDUCATION WEIGHTED AND UNWEIGHTED FTE MEMBERSHIP
AS A PERCENT OF TOTAL DISTRICT WEIGHTED AND UNWEIGHTED FTE MEMBERSHIP
(1973-74 vs. 1974-75)

Voc. Cost Categories	1973-74 Unweighted Voc. FTE	1973-74 % State Total	1973-74 Weighted Voc. FTE	1973-74 % State Total	1974-75 Unweighted Voc. FTE	1974-75 % State Total	1974-75 Weighted Voc. FTE	1974-75 % State Total
Voc. Ed. I	7,791.80	.50%	33,193.07	1.76%	7,100.05	.44%	30,246.21	1.52%
Voc. Ed. II	19,182.19	1.23%	50,640.98	2.68%	20,462.49	1.28%	54,020.97	2.72%
Voc. Ed. III	34,978.96	2.24%	76,254.13	4.03%	48,290.21	3.02%	105,272.66	5.30%
Voc. Ed. IV	37,598.39	2.41%	63,541.28	3.36%	42,690.76	2.67%	72,147.38	3.63%
Voc. Ed. V	16,000.79	1.02%	22,401.11	1.19%	18,321.75	1.15%	25,650.45	1.29%
Voc. Ed. VI	2,707.73	.17%	3,168.04	.17%	3,439.20	.22%	4,023.86	.20%
TOTAL VOC. FTE MEMBERSHIP	118,259.86	7.57%	249,198.61	13.19%	140,304.46	8.78%	291,361.53	14.66%
STATE TOTALS	1,561,617.00		1,889,838.00		1,597,120.58		1,986,504.31	

SOURCE: Knott Data Center, File 05.060.

TABLE 25

COMPARISON OF THE ESTIMATED FEFP BASIC PROGRAM
FOR FY 1974-75 WITH THE PROGRAM PROVIDED FOR FY 1975-76

	1974-75	1975-76	Increase Amount	Increase Percent
Base Student Cost (FTE)	$729*	$745	$16	2.19%
Total Program	$1,414,383,818	$1,511,418,839	$97,035,021	6.86%
Required Local Effort	487,400,000	543,000,000	55,800,000	11.45%
State Effort	$ 926,983,818	$ 968,418,839	$41,435,021	4.47%

* The authorized base student cost for FY 1974-75 was $745 but was established at approximately $729 when the level of funding was adjusted. The required local effort for FY 1974-75 was established at 6.3373 mills by the Department of Education; the required local effort for FY 1975-76 is estimated to be 7.05 mills on total 1975 estimated tax rolls.

SOURCE: Fiscal Analysis in Brief, Senate Committee on Ways and Means, June 1975.

TABLE 26

COMPARISON OF ENROLLMENTS AND EXPENDITURES FOR DISADVANTAGED AND HANDICAPPED VOCATIONAL EDUCATION STUDENTS IN FLORIDA

	Disadvantaged				Handicapped			
Year	Enrollment	% of Total Enrollments	Expenditures	% of Total Expenditures	Enrollment	% of Total Enrollments	Expenditures	% of Total Expenditures
1970-71	54,077	11.72%	$ 9,782,010	13.0%	5,819	1.26%	$ 2,093,965	2.8%
1971-72	94,983	15.70%	11,995,108	12.7%	9,502	1.57%	3,254,498	3.5%
1972-73	70,883	10.00%	14,494,277	15.1%	11,245	1.59%	4,339,183	3.4%
1973-74	101,092	10.78%	17,164,102	11.7%	18,303	1.95%	3,321,346	2.3%

SOURCE: U. S. Office of Education Form 3138.

APPENDIX B

ABSTRACTS OF STUDIES FUNDED
BY

THE FLORIDA STATE ADVISORY COUNCIL
ON
VOCATIONAL AND TECHNICAL EDUCATION

1974-75

AN EVALUATION OF PERCEIVED CONSTRAINTS
EFFECTED BY CERTAIN STATE BOARD OF EDUCATION REGULATIONS
(February 1975)

A study was conducted in Florida which developed a questionnaire designed to ascertain whether State Board of Education regulations concerning vocational and technical education unduly constrain administrators in carrying out their responsibilities. Responses to the questionnaire were obtained through personal interviews and mailed surveys.

Twenty-four State Board of Education regulations were identified as somewhat constraining by the district and community college administrators. Six of these were considered by the investigators to be significantly constraining. Four of the six regulations related to concern about the role of the dean or director in district or community college organizations. Two of the regulations were concerned with mandated school and program level expenditure rates.

The investigators found no major inconsistencies in concept or terminology among the State Board of Education regulations reviewed for this study.

EVALUATION OF THE EFFECTIVENESS OF
DISTRICT COORDINATING COUNCILS FOR VOCATIONAL EDUCATION
(June 1975)

This study was designed to answer the following two questions: (1) To what extent are local coordinating councils for vocational, adult general, and community services education fulfilling their responsibilities as outlined in State Board of Education Regulation 6A-6.67? and (2) What factors contribute to the effectiveness of these councils in fulfilling their designated purposes?

The data collected in the study came from (1) a checklist developed which listed those practices that supposedly contribute to effective coordinating council functioning, and (2) an analysis of coordinating council minutes obtained from 20 of the 28 councils.

Utilizing the council minutes, an effectiveness scale was developed with which responses from the checklist were correlated. The maximum effectiveness rating attainable was 10. The study reported that the 20 councils analyzed had a mean score of 3.725. Nineteen of the twenty councils had a rating of 5.5 or less.

The investigators concluded that most of the coordinating councils have not fulfilled the functions mandated by State Board of Education Regulation 6A-6.67. They also found that there is a substantial variation between voting membership on the councils and that which is required by regulations.

AN EVALUATION OF ADVISORY COMMITTEE EFFECTIVENESS
(July 1975)

The purpose of this study was threefold. An attempt was made (1) to determine the extent to which advisory committees in Florida have been involved in program planning, implementation, and evaluation; (2) to determine the effectiveness of this involvement as perceived by advisory committee members; and (3) to determine the organizational practices or critical factors that are characteristic of effective advisory committees.

The stratified sample used for the study consisted of members from two types of advisory committees: (1) general, and (2) specialized.

The findings of the study revealed that there is a discrepancy between how effective the committee members perceived their committees to be and the degree to which the committees were actually performing the practices indicative of effectiveness. For example, slightly over 75 percent of the committee members considered their committees to be effective; however, the range of actual practice varied from seven percent for evaluation to a high of only 53 percent for implementation.

Listed below are the 13 recommendations made by the research staff who conducted the advisory committee study.

1. Attention should be given to both specialized and general advisory committees in school and college districts toward improving these committees' performance in planning, implementation and evaluation.

2. Teachers and administrators in both college and school districts need to develop more skill in using advisory committees. Greater attention to this need should be given in both pre- and in-service staff development programs.

3. Specialized advisory committee members need more orientation regarding the discharge of their responsibilities in all areas. Special attention should be given to their responsibility in the area of evaluation.

4. Advisory committees, both general and specialized, should include greater labor union representation.

5. Districts need to reactivate their advisory committees. Many committees report that they have not met during the past two years.

6. Greater attention should be given to advisory committee housekeeping practices, e.g., distribution of minutes of meetings, prepared agendas, etc.

7. Appointment to advisory committees should be for a specified length of time, with staggered terms preferable.

8. A district staff member should serve as an ex officio, non-voting member of all advisory committees.

9. District staff members should report back to advisory committees to a greater extent on disposition of previous advice given.

10. General advisory committees should more often review and make recommendations regarding the appropriateness of district budgets for vocational education.

11. Advisory committees should, to a greater extent, review district and program placement and follow-up information.

12. Specialized advisory committees should give greater attention to advising on job standards and manpower needs.

13. Specialized committees should play a more active role in the performance evaluation of students, teachers and graduates.

COMPETENCIES OF TRADE AND INDUSTRIAL TEACHERS AS PERCEIVED BY TEACHERS, SUPERVISORS, SCHOOL ADMINISTRATORS AND TEACHER EDUCATORS (July 1975)

The stated purposes of this study were (1) to ascertain the professional competencies needed by industrial teachers to be effective as perceived by successful industrial teachers, (2) to ascertain whether the teachers felt that they had the opportunity and instruction available to develop or acquire the competencies needed to teach effectively, and (3) to construct an instrument for administrators to evaluate industrial teachers' performance.

Two checklists were developed for the data gathering purposes of the study. These checklists were mailed to industrial teachers, teacher educators in the field of industrial education, and industrial education administrators and supervisors throughout the state of Florida.

The study purports to identify 164 competencies, in rank order, needed by industrial teachers to be effective. The findings also suggest that instruction was available for the teacher to learn and develop the vast majority of the identified competencies while requirements were being completed by teachers for certification. This latter finding tends to imply that most industrial teachers are receiving the training they need, either in preservice or inservice training environments.

Also included in the appendices to the study are several tables relating to the personal characteristics of the subjects.

The author offers three recommendations which call for the provision of opportunities for industrial teachers to develop the competencies needed. There are no suggestions offered as to how the recommendations could best be implemented.

THE DEVELOPMENT AND EVALUATION OF MULTI-MEDIA MATERIALS TO PRESENT INFORMATION ABOUT VOCATIONAL AND TECHNICAL EDUCATION TO SPECIFIC TARGET GROUPS
(June 1975)

A study was conducted in three central Florida counties which was designed to answer the three following questions: (1) What are the levels of information held by population subgroups concerning vocational and technical education programs? (2) What existing media are most appropriate for conveying vocational and technical program information to target population groups? (3) Does vocational and technical education program information conveyed to target population groups via appropriate media raise the levels of information held by these groups?

The study adhered to a separate sample pre-treatment, post-treatment quasi-experimental design. The pre-treatment survey determined (1) the levels of information held by the population about vocational and technical education, (2) demographic and social characteristics of the respondents. The post-treatment survey determined (1) the change in levels of information, (2) demographic and social characteristics of respondents, and (3) source of recently acquired information about vocational and technical education.

The results of the study seem to indicate that levels of information about vocational and technical education were raised among members of the study target groups; i.e., low income persons. The increase in information levels reported in this study was mainly attributed to "personal contact" and "newspaper" sources. The study showed that information levels about vocational and technical education are low among low income groups in the area of the State tested.

APPENDIX C

SUMMARY OF CONCERNS EXPRESSED

AT

PUBLIC MEETINGS

SUMMARY OF CONCERNS EXPRESSED AT PUBLIC MEETINGS

The 1968 Amendments to the Federal Vocational Act require all State Advisory Councils to conduct at least one meeting each year at which the public is given an opportunity to express views concerning vocational education.

During FY 75, the Council held regular business meetings in Boca Raton, Pensacola, Miami, and Tallahassee. In conjunction with each meeting an informal evening session was scheduled in which nearby district school superintendents, county vocational directors, community college presidents, deans and directors of occupational education, school board members, community college board of trustees members, members from general advisory committees and others interested in vocational education were invited to meet with the Council and informally discuss problems, issues, and concerns related to vocational and technical education.

Participants were encouraged to be candid in their remarks. No attempt was made in records of the meetings to identify a specific comment with an individual, area of the state or institution. The following quotations illustrate the range of items discussed and the kinds of concerns expressed.

OCCUPATIONAL SPECIALISTS

1. "It should be pointed out that there is a morale problem with the requirement that occupational specialists be paid the same salary as a graduate teacher. This is creating problems. We aren't happy with having to pay them teacher's salary [Rank III]."

2. "It is one of the most effective programs we have. Occupational specialists have done an outstanding job."

3. "The greatest thing about the occupational specialist is that he is going into a school not as a traditional guidance counselor. The traditional counselor bases his success on the number of students he gets into college. The occupational specialist does not."

4. "Occupational specialists are not funded at the community college level. We have taken our counseling staff and are retraining them ourselves and moving them into the departments instead of having them 'stationed' at one place. We have taken an internal problem and are trying to do something about it."

5. "Teachers are prepared to teach a subject, but occupational specialists may not be prepared for their work."

   "In our county we require all occupational specialists to have three courses, like philosophy of vocational education, before getting a full-time standard certificate."

6. "We want to increase salaries of occupational specialists."

7. "As we refill occupational specialist positions, it will be difficult to prepare the occupational specialist through inservice training. In the training for occupational specialists and as we replace people, we don't have sudden growth that justifies thorough training programs."

8. "We need funding to be able to carry out training for county occupational specialists."

9. "We went ahead and expanded our occuptional specialist program to junior high schools and then found we had less dollars than we thought. We have a very limited budget."

10. "The 67 counties should be able to pay occupational specialists what they want."

11. "One occupational specialist has helped generate $60,000 in FTE. We would like to see occupational specialists funded. . . ."

PLACEMENT AND FOLLOW-UP

1. "We are a small county, but we have done enough ground work that we have two good occupational specialists, and they have done a lot of work. They have a good start on placement. They have operated quite a placement service. In our small way we are effecting a real service. We think it is worth the money. And it is a magnificent step forward."

2. "The placement and follow-up law is very specific, and we don't think the funding will provide all the money we will need; but the important thing is the information system as well as the actual placement and what happens to the students and how relevant the program is."

3. "Following every individual in our 'fluid' county is near impossible."

4. "I don't believe that now in student placement there is any great accomplishment. The result is as diverse as each school."

5. "We have been doing placement and follow-up in vocational education for many years. The law is in effect, but funds are not in effect. Placement and follow-up is very important. No funds, categorical or transitional funds."

6. "The legislature keeps building up mandates and providing no more money!"

7. "We have been fighting the battle of low returns for follow-up. We have this year a 43 percent return. Of all the follow-ups required, it looks like you could combine surveys and have one form."

ACCEPTANCE OF VOCATIONAL EDUCATION

1. "We don't believe the public is aware of the scope of the vocational education program. It should be publicized more."

2. "We can change the image of vocational education through public relations and local people becoming involved."

3. "The person with a degree may not be a good producer like perhaps the person without the degree is. Education itself honors falsely the credential."

4. "The stigma problem comes from having vocational education programs in separate schools."

5. "We have principals who have not accepted the fact that if you don't have a four-year degree that you can't make it!"

6. "'Looking down your nose' at occupational education is evaporating."

7. "The school board has been kind to our programs. Our vocatonal education programs are not a stepchild in our county."

FUNDING FOR VOCATIONAL EDUCATION PROGRAMS

1. "We have problems getting programs under operation. We have students who are qualified for admission, but we can't fund all the salaries for teachers. There should be some consideration given to the funding formula for high cost programs. Our funding formula [community college] gives average cost per student per discipline. The problem is that the weighting of the funding of various technical programs is not adequate to meet all personnel needs."

2. "The statewide average [funding formula] has two problems: (1) average within programs and (2) high cost of programs within Florida. We need to take another look at it all."

3. "We [community colleges] would like the five percent cost-of-living factor that K-12 got."

4. "The present funding doesn't allow us to start WHEEL programs in the middle schools at the sixth grade level. Sixth graders are denied participation in programs. . . ."

   "It should be the program that carries the cost and not the grade of the child."

5. "We need funding to us early in the spring. This is probably the fault of the Federal government."

6. "It should be recommended . . . that it would be well that a simple statement explaining the rationale of how Federal funds are allocated to districts would be good public relations. The best public relations would be to start giving out information and explaining what the rationale is."

7. "Our growth is in the secondary level."

8. "We are requiring our seventh graders to go into exploratory pre-vocational and leaving it elective on eighth and ninth. We are operating at a cost category of "1". This can only be done so long. It is an emergency 'get by.'"

9. "Comprehensive high schools are being able to utilize their FTE units."

10. "I got the impression that the cost factors are being lowered because the money isn't going back into the program earning the money. "

11. "We could live if they lowered the cost factor but took the cap off."

12. "What we need is not only Federal support in dollars, but we need it from the State--dollars and support to give greater opportunities for boys and girls while they are in the high schools."

13. "Two concerns that we have: (1) Legislation that 21 percent of the funding comes from tuition. For vocational education, we feel this will drive away many students. (2) . . . all allocations of vocational education go through the Division of Vocational Education. It seems to me that this makes the junior colleges answerable to more than one agency."

FACILITY AND PROGRAM PLANNING

1. "We need to increase area schools that are primarily adult oriented."

2. "We need the facilities for high schools and middle schools now. . . ."

3. "We need to consider the whole areas of comprehensive planning . . . in terms of general leadership, in terms of State models to simplify State process. How do we tie [the] vocational plan back into the [District Comprehensive Education Plan] county plan?"

4. "We are not going to solve our problems by having superintendents and college presidents sitting on the [coordinating] councils."

5. "The coordinating council is very necessary . . ., but how it should be structured should be left to the district and community college."

6. "One of the things we have developed is an A. S. degree based on the vocational certificate programs. [We] have an articulation agreement with the University of West Florida to accept these students. We have worked out [an] agreement with Westinghouse for our A. S. degree persons to be recognized. . . . With the University of West Florida, we have worked out [an] A. A. program at the request of local general contractors. We have articulation with George Stone [Area Vocational-Technical Center] for business education. We are hoping to extend our articulation to the vocational graduates in the high schools. . . ."

AREA OFFICES

1. "We have had excellent cooperation out of the area . . . people."

2. "We would like to see this committee [State Vocational Advisory Council] encourage the continuation of area offices as they are."

3. "Area offices should be extended into general education."

4. "In area offices you have people who are knowledgeable about your county, your problems, and your programs."

ADDITIONAL COMMENTS

1. "We have a terrific transportation problem."

2. "The dual responsibility of reporting and funding has been greatly improved. This is a serious problem in community colleges because we are reporting to two divisions in the Department of Education."

3. "We have a good relationship with our [pre-apprenticeship] committee--it is just getting started."

4. "We are having problems in expanding vocational education because we are having problems getting people qualified to teach. There is a shortage of industrial arts people, agriculture people, etc. Our people have to travel some distance to get courses for certification."

5. "We have a program at the Federal prison in adult basic education and high school review and also academic programs. We bring prisoners to the junior college for vocational education training. We are limited in the number we can serve. We are proud that no Federal prisoner that has gone through our program has come back to the prison. Prisoners come . . . for all classes, not just vocational education programs. We will teach about 300-400 per semester."

6. "One unique [thing] in our area is that we started with an idea that if a person is in K-12 he is [the] responsibility of the school board and if he is out of [the] 12th grade he is the responsibility of the junior college. We know who our clientele are, and we support each other. Our board of trustees and school board have worked cooperatively. . . ."

7. "Our concerns: (1) Need for facilities; (2) Planning guide [vocational] is a problem to some degree. We used to submit them in April, now it is January 15. We are having problems getting information back to the county to start programs in the coming year. We have programs that have never received funds through the funding guide. (3) Certification--you take pre-vocational agriculture program in the middle school. What about certification of the teacher? I think you have to have full certification for some [such] as full fledged vocational agriculture. The teacher in pre-vocational agriculture would not have to have the same skill of an agriculture teacher. This is a problem to us. Certification of middle school teachers may need to be looked into."

8. "Our FFA programs are going pretty well. VICA you will see is an extremely outstanding program."

9. "Our most active [youth] organizations are those affiliated with cooperative programs. If these things are important, time should be given by local school administrators so that cooperative students don't have to take off work on Saturday. Need support from State level."

10. "If we are going to look at vocational-technical education as an integral part of career education, then we have to place more emphasis on career education development curriculum."

APPENDIX D

A POSITION STATEMENT OF THE FLORIDA STATE
ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION
RELATING TO VOCATIONAL STUDENT ORGANIZATIONS

APPENDIX D

A POSITION STATEMENT OF THE FLORIDA STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION RELATING TO VOCATIONAL STUDENT ORGANIZATIONS

One of the major contributions made by vocational education is the skill training needed for successful employment in our increasingly technical society. However, in addition to occupational skills, business and industry expect education to help students develop the ability to communicate effectively and to develop those human relations skills needed to work with other persons. The inability to communicate and work effectively with other persons on the job is responsible for about 90 percent of involuntary job terminations.

This combination of occupational, communication, and human relations skills in workers is essential to business and industry. Vocational student organizations provide planned intra-curricular activities which offer students additional opportunities to further develop and use these skills in a real-life setting. Thus, these student organizations bring realism and understandable goals into the educational program by utilizing school and community resources in planned out-of-class learning situations.

The currently recognized vocational student organizations in the State of Florida are: Cooperative Education Clubs of Florida, Distributive Education Clubs of America, Future Business Leaders of America-Phi Beta Lambda, Future Farmers of America, Future Homemakers of America, and Vocational Industrial Clubs of America. Generally, membership in these organizations is composed of students enrolled in the vocational education program areas of: Agribusiness and Natural Resources, Business, Distribution, Diversified, Home Economics, Health and Public Service, and Industrial. Additionally, consideration is now being given to forming additional organizations to serve other specialized interests of students.

PURPOSES

The Council believes in and supports these commonly accepted aims and purposes of vocational student organizations:

+ The development of character and competent, aggressive leadership

+ The strengthening of confidence young men and women have in themselves and their work

+ The development of the ability to make rational vocational choices

+ The development of employability skills

+ The motivation of students to improve their home, school and community; to train for useful citizenship and to foster patriotism

+ The encouragement of students to improve scholarship

FOUNDATIONS

The Council believes that to attain these purposes, vocational student organizations should provide these opportunities:

1. Opportunities for students to prepare for specific occupations by participating in planned learning experiences beyond the classroom or shop. These out-of-school experiences provide planned educational activities which can help make school life a more meaningful experience and help students identify occupational goals.

2. Opportunities for students to develop self-confidence. Through student planned and conducted activities students are encouraged to learn, improve their scholarship, and to excel in their work. They are also encouraged to develop personal pride in their work and are often motivated to compete with themselves and with others. This type of encouragement hopefully helps students develop a sense of responsibility for their actions and decisions.

3. Opportunities for students to plan and participate in community service activities.

4. Opportunities for students to develop occupational awareness by participating in activities such as planned field trips, utilizing resource speakers from the local business and industry community, viewing business and industrial training films, and working on chapter projects.

5. Opportunities for students to learn public relations skills by participating in community affairs and by assisting others to know about vocational education programs.

6. Opportunities for students to have appropriate on-the-job work experience in a real job situation. Well planned and supervised work experience provides productive adults as "models" and helps students grow into adult work roles.

PROBLEMS

The following problems have been identified through meetings with teachers, principals and other school officials, State vocational youth consultants, a brief review of literature, and after examining vocational course enrollments and student organization membership data.

1. There have been constraints placed upon the vocational student organizations by the Florida High School Activities Association. Specifically, this organization has required that one-day meetings involving schools from several counties to be held only on Saturdays.

2. Many vocational teachers and supervisors believe that many secondary school principals do not recognize vocational student organizations as being truly intra-curricular, and, therefore, attach less importance to these organizations than to other parts of the vocational instructional program.

3. Many schools do not provide time for student organizations to meet during the regular school day. Traditionally, those organizations which meet after school hours are considered as extra-curricular, even though the activities may be directly related to and part of the instructional program.

4. At the state level neither adequate funds nor professional or supportive staff are provided to adequately support the different local chapters throughout the state.

5. Many teacher-advisers are not reimbursed for travel expenses necessary to conduct a viable vocational student organization (chapter) program.

6. In many cases substitutes are not provided for teacher-advisers who must supervise students participating in district and state activities.

7. Only about one-third of the students enrolled in the secondary school level vocational programs are active members of a vocational student organization.

RECOMMENDATIONS

The Council believes that implementation of the following recommendations would significantly improve the effectiveness of Florida vocational student organizations and thereby directly benefit students and employers. Although some of the recommendations concern activities and programs which may be the primary responsibility of several agencies, the Council anticipates that leadership will be provided by appropriate State Board staff to coordinate and implement those recommendations deemed to be appropriate and timely.

1. Vocational student organizations should be represented on the Florida High School Activities Association (FSAA) Board of Directors. (This would require an amendment to the FHSAA By-Laws and would probably have to be initiated by a member-principal.)

2. One of the Department of Education consultants to the Florida High School Activities Association should be a staff member of the Division of Vocational Education.

3. Adequate state-level staff and other resources should be maintained for current program support and should be expanded and extended so that the state staff can more effectively provide leadership to local districts and secure additional business and industry support.

4. *The Florida State Plan for the Administration of Vocational Education* should clearly set forth a program, plan and budget to support a Statewide comprehensive vocational student organization program which is of very high quality.

5. If the Florida Education Finance Program (FEFP) categories for full-time equivalent student funding (FTE) of vocational courses and programs include cost factors to support vocational student organizations, this needs to be clearly stated in writing and transmitted to appropriate district and school administrators.

6. The Department of Education staff reviewing the vocational components of the school districts' master plan for education should ascertain that these plans adequately provide for vcoational student organizations as intra-curricular parts of the vocational instructional program.

7. Preservice and inservice vocational teacher education programs should provide for developing competencies needed to be effective advisers to vocational student organizations.

CONCLUSION

The Council believes that vocational student organizations should be an integral part of the vocational education program. These organizations provide needed opportunities for students to grow and develop into productive members of society.

JULY 1975